DOCUMENT RESUME

ED 479 048 SO 035 142

TITLE Florida's Instructional Materials Specifications. K-12 Social Studies, 2004-2005 Adoption.
INSTITUTION Florida State Dept. of Education, Tallahassee.
PUB DATE 2002-06-00
NOTE 333p.; Prepared by the Office of Instructional Materials, Bureau of Curriculum, Instruction, and Assessment.
AVAILABLE FROM Florida Department of Education, Office of the Commissioner, Turlington Building, Suite 1514, 325 West Gaines Street, Tallahassee, FL 32399. Tel: 850-245-0505; Fax: 850-245-9667; e-mail: Commissioner@fldoe.org; Web site: http://www.fldoe.org/. For full text: http://www.firn.edu/doe/instmat/pdf/social_studies.pdf.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE EDRS Price MF01/PC14 Plus Postage.
DESCRIPTORS Academic Standards; Benchmarking; Elementary Secondary Education; *Instructional Materials; *Public Schools; *Social Studies; *Specifications; State Standards; Student Educational Objectives
IDENTIFIERS *Florida

ABSTRACT

An effective social studies program provides coordinated, systematic study, drawing upon such disciplines as economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. It prepares students to be personally and socially aware, promotes multiple perspectives, encourages intellectual curiosity, promotes critical thinking skills, charges students to assume responsibility for positive change and civic action, and challenges them to imagine and create a better world. This document delineates in detail the Florida specifications for consideration of submissions for instructional materials in social studies. The document notes that submissions must include correlations to the appropriate sunshine state standards and benchmarks. It states that Florida accepts for consideration social studies materials configured into three categories: (1) grades K-5 (social studies series); (2) grades 6-8 (Middle/Junior High (M/J) social studies; M/J civics; M/J geography: Asia, Oceania, Africa; M/J geography: Europe and the Americas; M/J world geography; M/J world geography advanced; M/J U.S. history; M/J U.S. history advanced; M/J world history; M/J world cultures; M/J Florida: challenges and choices; social studies: 6-8); (3) grades 9-12 (law studies; comprehensive law studies; psychology I; psychology II; advanced placement psychology; U.S. history; U.S. history honors; advanced placement U.S. history; economics; economics honors; U.S. government; U.S. government honors; sociology; world history; world history honors; and world cultural geography). (BT)

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Florida's Instructional Materials Specifications

K-12 Social Studies
2004-2005 Adoption

SO 035 142

Florida Department of Education
Bureau of Curriculum, Instruction, and Assessment
Office of Instructional Materials, June 2002

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Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Florida Perspective

The vision for Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. An effective Social Studies program provides coordinated, systematic study, drawing upon such disciplines as economics, geography, history, law, philosophy, political science, psychology, religion and sociology. It prepares students to be personally and socially aware, promotes multiple perspectives, encourages intellectual curiosity, promotes critical thinking skills, reinforces a broad range of communication skills, charges students to assume responsibility for positive change and civic action, and challenges them to imagine and create a better world.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Social Studies is an umbrella term for the integrated study of various disciplines such as history (time, continuity and change), geography (people, places and environments), civics and government (civic responsibility and citizenship) and economics (production, consumption distribution, and choices). As such, Social Studies must integrate knowledge, skills and attitudes within and across disciplines to help students construct knowledge and attitudes drawn from various curriculum areas.

Social Studies education develops well-educated people who share a body of knowledge, understand common cultural references and are prepared to participate in political, economic and social groups. These well-educated citizens internalize information about people in time, in space and in culture. They associate new experiences and events with the past and establish a context in which they explain, sympathize, judge, decide and act. They participate in intellectual adventures and recognize their responsibility for changing conditions detrimental to human development and opportunity. They promote equity, tolerance, understanding and acceptance and possess a sense of personal, social and civic efficacy. The major purpose of a Social Studies education is to promote civic competence, and to provide the knowledge, skills and attitudes required of students assuming "the office of citizen" (as phrased by Thomas Jefferson) in our democratic Republic.

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Publisher Submissions for Florida's 2004 Social Studies Adoption

Florida will accept for consideration Social Studies materials configured as follows:

K- 5

- **Social Studies Series**

6-8

- **M/J Social Studies**
- **M/J Civics**
- **M/J Geography: Asia, Oceania, Africa**
- **M/J Geography: Europe and the Americas**
- **M/J World Geography**
- **M/J World Geography Advanced**
- **M/J U.S. History**
- **M/J U.S. History Advanced**
- **M/J World History**
- **M/J World Cultures**
- **M/J Florida: Challenges and Choices**
- **Social Studies: 6-8**

9-12

- **Law Studies**
- **Comprehensive Law Studies**
- **Psychology I**
- **Psychology II**
- **Advanced Placement Psychology**
- **American History**
- **American History Honors**
- **Advanced Placement American History**
- **Economics**
- **Economics Honors**
- **American Government**
- **American Government Honors**
- **Sociology**
- **World History**
- **World History Honors**
- **World Cultural Geography**

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- **Advanced Placement European History**
- **Global Studies**
- **Social Studies: 9-12**

Florida Addresses the Curriculum Needs of All Learners

Because Florida will not have a separate Social Studies call for special education students, publishers who submit Social Studies material for consideration will be required to incorporate strategies, materials, activities, etc. that consider the special needs of these students. In providing for students with special needs, Florida evaluators will be guided by the research reported in the document *Universal Design for Curriculum Access*. The following Web sites can be accessed for detailed information on this research:

http://www.trace.wisc.edu/
http://www.cast.org
http://www.darkwing.uoregon.edu/~ncite/

Although Florida is not having a separate call for ESE, that is not to say that all materials will be equally suitable for all children. Florida's State Adoption Committees may, as always, identify some submissions as "especially suitable" for a particular group of students. (Some groups may be reading below grade level or above grade level, may include reluctant readers or those with specific processing difficulties.) Committee comments appear with adopted titles in the Florida Catalog of Adopted Materials and serve as a guide for teachers or administrators in search of materials. Each State Adoption Committee has at least one member, though usually more than one, who is or has been a certified teacher of ESE students.

Accommodations and Modifications

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

The following summary of information from the Department of Education guide *Accommodations: Assisting Students with Disabilities* (1999) is of help in addressing the ways that materials may be developed or changed to meet the needs of students of varied abilities:

Accommodations are changes that can be made in HOW students learn to assure that students with disabilities can participate as fully as possible in the general curriculum. Accommodations:

- do not lessen achievement expectations.
- are a wide range of techniques and support systems that help students with disabilities work around any limitations that result from their disability.
  Examples include Braille textbooks or books on tape.
- may be needed by one student but frequently can also help other students in a classroom.
- "are made to the way students learn and how they are tested" (page 2).

Accommodations may be provided in five general areas:

- Instructional methods and materials
- Assignments and classroom assessments
- Time demands and scheduling
- Learning environment
- Use of special communication systems (page 2)

"Modifications are changes that can be made to WHAT students are expected to learn" (page 48). They are used primarily for students who cannot meet the Sunshine State Standards for their grade level and require a modified curriculum. Modifications change the goals and expectations for students.

Modifications may include:

- partial completion of program or course requirements
- curriculum expectations below age or grade level
- alternate assessment criteria

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- alternate curricular goals (page 48)

ESE COURSES

While it is true that Florida will not have a separate call for ESE, and while it is true that many ESE students are included in our regular education programs, it is still also true that some students cannot meet the Sunshine State Standards for their grade level and require a modified curriculum. For that purpose Florida is also calling for Social Studies: 6-8 and Social Studies: 9-12, which are Exceptional Student Education courses. The course descriptions for these courses are highly detailed and descriptive.

General Description

K-5 Series

To be acceptable for consideration, a K-5 Social Studies series must cover all six grade levels. The curriculum must provide explicit and systematic instruction, assessment, and remediation that focus on content and skills for all students. Kits including such things as big books, charts, and manipulatives are acceptable for grades K-2; however, appropriate textbooks must be provided for grades 3-5. The Social Studies series must explain and clarify a process for effective delivery of instruction that is differentiated in support of the universal design concept.

The text provided within the Social Studies series must be comprised of a variety of informational text styles that include diverse informational material such as the following:

- Maps
- Charts

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- Timelines
- Photographs
- Political Cartoons, etc.

All text materials and activities must be grade-level appropriate and synchronized with specific word skills and vocabulary development. Teacher instructional materials, teacher questioning strategies, and student assignments must contain scaffolding that accommodates student vocabulary and cognitive growth for content reading mastery.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Grades 6-12

For Grades 6-12, the Florida Department of Education Course Descriptions will additionally guide publishers' submissions. The Sunshine State Standards, K-12, and the Course Descriptions, 6-12, are easily accessible on the Department of Education website, www.firn.edu/doe/. However, they are also included in this document.

All Submissions, Grades K-12

Publisher submissions must address the developmental readiness of the learner and include age appropriate text, as well as other instructional material, which focuses on the content and skills outlined in *Florida's Sunshine State Standards,* so that all Florida's students have appropriate opportunities to learn content and skills. Instructional material submissions must support student mastery of both declarative and procedural knowledge in the social studies area.

Materials must address the various learning styles and abilities of Florida's students. Examples include text on tape, video clips with subtitles, posters, charts, maps, CD/DVD, Internet web site access, music, printed lyrics, and transparencies. Submissions must include parent communication and home connection activities at the appropriate grade levels.

All submissions must include activities that encourage interaction among groups of students to foster cooperation and communication and wherever appropriate, must promote an awareness of the interdependent nature of the world.

Publishers must submit materials that include content related to the following topics, where appropriate, as named in Authorized Instruction, stated in Florida Statutes.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- Programs to encourage patriotism and greater respect for country.
  - *The content of the Declaration of Independence and how it forms the philosophical foundation of our government.*
  - *The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.*
  - *The essentials of the United States Constitution and how it provides the structure of our government.*
  - *In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide.*
  - *Flag education, including proper flag display and flag salute.*
  - *The elements of civil government must include the primary functions of interrelationships between the federal government, the state, its counties, and municipalities, school districts and special districts.*
- Voting instruction, including the use of county voting machines.
- Character development, ethics, and law education.
- Traffic and safety education.
- Free enterprise and consumer education.
- The history of the Holocaust (1933-1945) and the systematic planned annihilation of European Jews and other groups by Nazi Germany. This must be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a pluralistic society, nurturing and protecting democratic values and institutions.
- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
- The elementary principals of agriculture.
- The history of Florida*.
- The conservation of natural resources.
- The study of Hispanic contributions to the United States.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- The study of women's contributions to the United States.
- A character-development emphasis at the elementary level, secular in nature, with an accent on character qualities such as attentiveness, patience and initiative.

With regard to the study of Florida history, Florida's Sunshine State Standards, Grade 3-5 cluster, emphasizes Florida's history. The study of Florida has traditionally occurred at the 4th grade level; however, Florida studies must not be taught to the exclusion of other Social Studies content but rather included as a natural learning piece.

To support success in learning, instructional materials must include clear presentation and explanation of the following:

- Purposes, goals and expected outcomes;
- Concepts, processes, rules, information, and terms;
- Models, examples, questions, and feedback

Submissions must also include appropriate instruction with both primary and secondary sources, such as photographs, diary/journal entries, letters, artifacts, music, newspaper/magazine articles, interviews, maps, and video clips.

Publishers must provide instructional activities that address the various learning styles of students, and include those that incorporate a variety of styles within any given lesson.

All submissions must include instructional activities that integrate Social Studies content and skills into other areas of the curriculum. Where feasible, integration must occur within the four major strands identified in Florida's Sunshine State Standards for Social Studies instruction which include:

- Time, Continuity and Change (History)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- People, Places and Environment (Geography)
- Civics and Government
- Production, Consumption and Distribution (Economics)

All submissions must include expository text that addresses six of the most frequently used cognitive patterns including description, cause and effect, question and answer, problem and solution, comparisons and contrasts, and sequence. Such organization will facilitate student opportunities to acquire the knowledge and skills assessed on the Florida Comprehensive Achievement Test (FCAT).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

K-12 Submissions and Reading in the Content Areas

In addition, materials must integrate with other areas of instruction by supporting the notion that students in grades K-2 are learning to read and in grades 3-12 students are reading to learn. Throughout each of these grade levels, student vocabulary development, cognitive reasoning, and reading acquisition are not yet fully developed. Additionally, reading is a complex process and highly utilized in content area assignments. Therefore, all submissions must integrate and carefully scaffold reading and literacy instruction to directly align with the corresponding text within each social studies lesson. Both reading and writing instruction and assignments must interface with social studies instruction. Just as reading is a tool for learning and evaluation, writing must also be integrated into any submission, as must mathematics, science, music, and the arts.

Since student use of both text materials and the reading process are expected, the instructional materials must systematically include both content and processes for reading within each of the three instructional stages related to text: the pre-reading, during reading, and post-learning stage of a lesson. In the pre-reading lesson, the instructional materials must provide word exercises and practice that directly align with those words that students will see in the subsequent text passages. To adequately prepare students for learning, reading, and comprehending content area vocabulary, the pre-reading exercises must carefully scaffold prior and new knowledge in at least but not limited to each of the following:

- Structural analysis of content area words
- Morphological approach to vocabulary development
- Explicit and systematic instruction of content area vocabulary
- Content area word mapping
- Meaningful dialogue and writing with new content area vocabulary

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Following the pre-reading stage of a lesson, the instructional materials must provide teacher guidance to intersperse questioning techniques and strategies that follow concepts throughout the text passages. Since research indicates that inappropriate or inadequate chunking of text hinders student reading comprehension, the manner in which a teacher interacts with both the student and text during the reading process to construct meaning is extremely important. Therefore, the proposal must include such research-based practices as reciprocal teaching and questioning-the-author to effectively assist the teacher in dialogue that precipitates student construction of meaning.

By the conclusion of a content area lesson, students have been introduced to new word pronunciations and meanings, and they have read these same words in context of the content area passage to construct meaning. As the teacher interacts with both the student and text in meaningful dialogue, what once was a new word begins to evolve into a concept. In order further clarify and refine this newly developed knowledge, both the content and processes of the post-reading stage of the lesson must align with that of the previous two stages. Without limitation, the post-reading portion of the lesson must provide additional opportunities for students to use what has been introduced in the pre-reading and during text reading stages of the lesson. Post-reading exercises can include the following:

- Graphic organizers such as Venn diagrams
- Semantic feature analysis
- Timeline projects
- Meaningful written responses to reading
- Ideas and available resources for extended reading
- Cooperative projects for further research and investigation
- Technology-based presentations

Development of specific literacy skills through Social Studies requires explicit and systematic instruction in especially vocabulary and cognitive skills. Since the rate of reading development varies significantly between students at all grade

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levels, all submissions must accommodate variance in students' independent and instructional reading levels with the inclusion of differentiated instruction as part of the instructional plan. Ample opportunities for student practice of integrating new with prior knowledge are essential to the learning process.

Explicit instruction includes successful modeling of the following reading and thinking skills:

1. Listening skills (listening for meaning)
2. Vocabulary
3. Comprehension
    - Questioning strategies and techniques for meaningful student-teacher dialogue with text
    - Prediction
    - Main idea
    - Details
    - Sequence
    - Causal relationships
    - Comparison
    - Conclusions
    - Reasoning strategies including deductive search strategies and use of reference materials
    - Strategies for writing in response to reading
    - Reading for information and pleasure

Brief, frequent practice activities and games must be provided through careful scaffolding to procure mastery of each of the processes and skills listed above. Activities must include alternatives for students with disparity in abilities and backgrounds providing teachers with variation to teach all students the required skills and content. Practice opportunities must reinforce and develop the following student abilities:

- Reading of passages
- Building schemata
- Questioning techniques

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- Predicting events/effects within text
- Locating evidence/details within a passage
- Clarifying
- Summarizing
- Comparing
- Inductive thinking
- Deductive thinking
- Analysis
- Abstracting
- Drawing conclusions

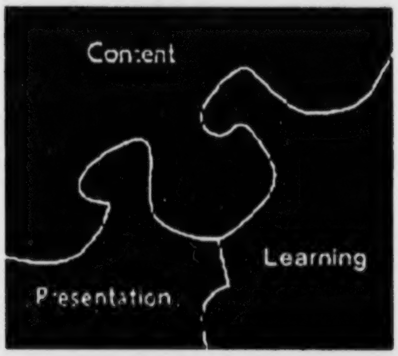
Assessment Component

Assessments must be within the context of a course as opposed to a separate activity. They must include essays of appropriate length and follow-up activities that require thought at a higher level of Bloom's Taxonomy. Assessments must require students to find support for answers within expository text.

Publishers must include a variety of assessment tools that include, but are not limited to, multiple-choice and short-answer tests or quizzes, informal assessment checklists, rubrics for projects and activities, authentic applications and opportunities to use support from text in creating responses to questions. Other assessments may include opportunities to assess student knowledge via oral presentations, group projects, and/or visual displays.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Major Priorities for Instructional Materials



The priorities as described in this specification document were developed from research findings about what makes instructional materials effective. These priorities have undergone review by individuals who have served on state and district committees, by curriculum specialists, by instructional designers, by evaluation specialists, and by administrators of the statewide adoption system.

Instructional materials must be effective in three major priority areas: content, presentation, and learning. The following sections describe essential features for each of these priority areas. These features generally apply to all formats of instructional materials, whether print or other media/multiple media formats.

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Content

Some features of content coverage have received progressively more attention over the past decade. These features include:

ALIGNMENT WITH CURRICULUM REQUIREMENTS
LEVEL OF TREATMENT OF CONTENT
EXPERTISE FOR CONTENT DEVELOPMENT
ACCURACY OF CONTENT
CURRENTNESS OF CONTENT
AUTHENTICITY OF CONTENT
MULTICULTURAL REPRESENTATION
HUMANITY AND COMPASSION

The following sections describe the content features expected for each of these priority areas.

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

20

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

FLORIDA STATUTES

1006.34(2)(b)—KEY WORDS: educational purpose... performance standards... instructional objectives... curriculum frameworks

1006.38—KEY WORDS: written correlations... curricular objectives... performance standards

1006.31(4)—KEY WORDS: curricular objectives... performance standards

1006.31— KEY WORDS: independent investigation

1003.42—KEY WORDS: adopted standards

Content must align with the state's standards for the subject, grade level, and learning outcomes.

Correlations. Publishers are expected to provide correlation reports in the form provided by the Department of Education to show exactly where and to what extent (mentioned or in-depth) the instructional materials cover each required standard.

Scope. The content must address Florida's required curriculum standards for the subject, grade level, and learning outcomes, including thinking and learning skills.

Completeness. The content of the major tool must be complete enough to stand on its own. To be useful for classroom instruction, instructional materials must be adaptable to the instructional goals and course outlines for individual school districts, as well as the state standards. Content must have no major omissions in the required content coverage, and be free of unrelated facts and information that would detract from achievement of Florida's specified grade level expectations.

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content must be appropriate for the standards, student abilities and grade level, and time periods allowed for teaching

Objectives. Content must match the intended objectives in complexity and technicality.

Students. Content must be developmentally appropriate for the age and maturity level of the intended students. It must contain sufficient details for students to understand the significance of the information presented and to engage in reflection and discussion.

Time. The level of complexity or difficulty of content also must allow for its coverage during the time periods available for teaching the subject.

FLORIDA STATUTES

1006.31(4)(e)(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORD: suitable

1006.34(2)(b)—KEY WORDS: the age of the children

1006.34(2)(b)—KEY WORDS: the degree to which the material would be supplemented or explained

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students must be reflected in the authors, reviewers, and sources that contributed to the development of the materials.

Authorship. The authors, consultants, and reviewers must have actually contributed to the development of the instructional materials and must have credentials that reflect expertise in the subject area, course, course category, grade level, pedagogy, education, teaching, or classroom instruction. Qualifications may include expertise in educational psychology or instructional design.

Sources. Primary and secondary sources must reflect expert information for the subject, such as relevant data from research, court decisions, diaries, autobiographies, artifacts, or historical sites.

D. ACCURACY OF CONTENT

FLORIDA STATUTES

1006.38—KEY WORDS: free from all errors

1006.31(4)(e)(e)—KEY WORDS: accurate, objective

Content must be accurate in historical context and contemporary facts and concepts. Note: For the subject area of Social Studies, the information presented must be accurate in historical content, have multicultural representation and offer contemporary facts and concepts.

Objectivity. Content that is included in the materials must accurately represent the domain of knowledge and events. It must be factual and objective. It must be free of mistakes, errors, inconsistencies, and contradictions within itself, and biases of interpretation. It must be free of the biased selection of information. Materials must distinguish between facts and possible interpretations or opinions expressed about factual information. Visuals or other elements of instruction must contribute to the accuracy of text or narrative.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Representativeness. The selection of content must not misrepresent the domain of knowledge and events. It must include the generally accepted and prevalent truths, major concepts, standards, and models of the profession or discipline of the subject area.

Correctness. Presentation of content must be free of typographical and visual errors. It must include correct grammar, spelling, linguistics, terminology, definitions, descriptions, visuals, graphs, sounds, videos, and all other components of the instructional materials.

E. CURRENTNESS OF CONTENT

FLORIDA STATUTES

1006.37(1)(e)—KEY WORD: current

1006.38—KEY WORD: up-to-date

Content must be up-to-date for the academic discipline and the context in which the content is presented. Note: In the subject area of Social Studies, currentness of the instructional materials is essential for students to have a global perspective. It is encouraged that publishers' websites provide instruction in current events and issues.

Dates or editions. Copyright dates for photographs and other materials and editions must reflect currentness of content. Copyright dates and editions serve as indicators about currentness. However, neither the copyright date nor the edition guarantees currentness. In fact, second or third editions may or may not reflect more up-to-date information than first editions.

Informed examination of the text, narrative, and visuals contained in the materials must reveal the currentness of the materials.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Context. Text or narrative, visuals, photographs, and other features must reflect the time periods appropriate for the objectives and the intended learners.

- Sometimes context must be current. For example, a photograph used to show stages of human growth and development will be more relevant when the clothing, hairstyles, and activities reflect present-day styles.
- Sometimes context must be historical. For example, illustrations and photographs of historical events must reflect the historical time period.
- Sometimes context must be both current and historical. For example, historic images alongside modern ones would convey changes in styles over time.

F. AUTHENTICITY

Content must include problem-centered connections to life in a context that is meaningful to students. Note: In the subject area of Social Studies, publishers are encouraged to include primary and secondary materials for all appropriate content.

Life connections. Instructional materials must include connections to the student's life situations in order to make the content more meaningful. Students might be expected to deal with time constraints, consider risks and trade-off in decision-making, and work with teams. Connections may be made to situations of daily home life, careers, vocation, community events and services, and leisure or recreation. Connections may include hopes and dreams, choices and activities.

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils

1006.31(4)(b)—KEY WORDS: humankind's place in ecological systems... conservation...dangerous substances

1003.42—KEY WORDS: civil government... functions and interrelationships

1003.42—KEY WORDS: effects...upon the human body and mind

1006.31(4)(b)—KEY WORDS: conservation of natural resources

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Interdisciplinary treatment. Instructional materials also must include interdisciplinary connections in order to make content more meaningful. Examples of situations that connect a variety of subject areas include building projects, playing sports, finding information or objects, balancing budgets, creating products, and researching information. In addition to subject area connections, instructional materials must connect the course or course category to other disciplines.

Examples of approaches to interdisciplinary connections include:

- explanations and activities for using skills and knowledge from other academic disciplines
- assignments that require students to use collateral learning from other disciplines rather than isolated knowledge or skills
- the focus on common themes across several subject areas (infusion, parallel, transdisciplinary, or multidisciplinary instruction)

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and various social groups must include multicultural fairness and advocacy. Note: In the subject area of Social Studies, appreciation for all ethnic, racial, and cultural groups with a particular emphasis on those identified in Florida Statute 1003.42 is essential.

Multicultural fairness. It is not the number of pages devoted to diversity, equity, or work roles, but the substance of what is stated and portrayed that matters most. For this reason, it can be

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misleading to count the number of pages or illustrations devoted to a social issue or group. It is more important to focus on the integration of social diversity throughout a set of instructional materials.

Through balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles, the materials must support equal opportunity without regard for age, color, gender, disability, national origin, race, or religion.

In addition to balanced representations, the portrayal of individuals and situations must exclude biases and stereotypes. These portrayals must promote an understanding and appreciation of the importance and contributions of diverse cultures and heritage.

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Multicultural advocacy. The understanding and appreciation of multiple cultures extends beyond fair representation. It involves embracing a multicultural context, not just through pictures, but through information about ways to honor differences and deal with conflicts, promote a positive self-image for members of all groups, and provide for the development of healthy attitudes and values.

Effective treatment of multicultural issues requires consideration of the age and ability levels of students and whether or not it is appropriate to include multicultural issues in the study of a particular topic, such as the memorization of a formula or equation. Overall, however, materials must reflect both multicultural fairness and advocacy.

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H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals must include compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment.

Inclusion of compassion. When providing examples in narrative or visuals, materials sometimes depict the care and treatment of people and animals. Generally, this means showing in some way a measure of compassion, sympathy, or consideration of their needs and feelings.

Exclusion of inhumanity. In the context of personal and family values, Florida expressly prohibits material containing *hard-core pornography*. In addition, although the definition of *inhumane treatment* can sometimes appear to be controversial, as in science research, there is general agreement that instructional materials must not advocate any form of inhumane treatment.

As with the evaluation of multicultural representation, it is important to consider the context of the subject and the age and abilities of the students.

REFERENCES FOR CONTENT FEATURES

For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator's Handbook,** *or request a list of references from the Department of Education, Bureau of Curriculum, Instruction, and Assessment.*

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Presentation

Presentation

Features of presentation affect the practical usefulness of materials and the ease of finding and understanding content. These features include:

COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES
ALIGNMENT OF INSTRUCTIONAL COMPONENTS
ORGANIZATION OF INSTRUCTIONAL MATERIALS
READABILITY OF INSTRUCTIONAL MATERIALS
PACING OF CONTENT
EASE OF USE OF MATERIALS

The following sections describe the presentation features expected for each of these areas.

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. Note: For the subject area of Social Studies, the following types of student and teacher resources and methods are particularly important. They help a teacher's transition from the lecture-oriented teaching model to a coaching and mentoring mode. This encourages students to become informed, information literate and actively involved in their community, nation, and world.

- Art, literature, and music

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Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- Simulation software and activities
- Primary sources
- Secondary sources
- Audiotapes, videotapes, websites significant to the study of Social Studies
- Shared, guided, and independent readings of nonfiction and historical fiction
- Activities that provide the development of geography skills with regards to reading and interpreting maps, charts, and graphs
- Activities that require research using a variety of print, nonprint, and electronic sources
- Activities that support the goals of multicultural education, especially as they relate to African-American history, the Holocaust, Hispanic studies, and women's history requirements
- Activities that promote civic responsibility and civic participation
- Activities that develop a global perspective; and
- Activities that encourage the use of current technology

Materials must contain support for students in completing instructional activities and assessments and for teachers in implementing all of the instructional elements. A variety of components can accomplish this purpose. Typically, materials will include test items, study guides, outlines and strategies for teaching, media supplements, learning activities, and projects.

The major components generally expected for student and teacher resources are listed below.

Student resources. Student materials typically include the major text or program with text or narration, visuals, assignments, and assessments. Formats may include print, audio, visual, computer, or other media.

Effective instructional materials generally integrate the use of reference aids (e.g., index, glossary, maps, bibliography, graphic organizers, and pictures) with the topic being studied. Items

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that guide students through materials might include clearly labeled materials, directions and explanations, and assignments with different options and choices.

Review and practice activities might include participation activities such as simulations, role-playing situations, investigations, and hands-on practice assignments. Review activities might include self-checks or quizzes. Formats might include worksheets, workbooks, journals, lab books, lab logs, charts, or maps. Feedback might be in the form of answer keys in student materials or in teacher materials.

Review works best as a logical extension of content, goals, objectives, and lessons, with increased similarity to real-life situations. Review activities must require students to recall or apply previously taught knowledge and skills. Frequent short reviews over time or space improve learning more than a concentrated review. Assignments and stages of short practice improve speed and accuracy.

Other components might include enrichment and remediation activities, additional resources, and tests and assessment tools either in the student materials or in the teacher's guide or edition.

Teacher resources. Teacher materials typically include a teacher's edition with the annotated student text and copies of supplementary written materials with answer keys, worksheets, tests, diagrams, etc., so that the teacher has to use only one guide. Publishers may make available inservice training, workshops, or consulting services to support teachers in implementing instructional materials. However, teachers and administrators tend to favor materials that do not require extensive training.

Support, guidelines, resources, or features such as the ones described below help teachers to effectively implement materials in classroom and school settings.

(1) **Components and materials that are easy to use:** Examples include clearance, license, or agreement for copying

and use of materials; clear description and accurate directions for use of required equipment, facilities, resources, and environment; clearly labeled grade, lesson, content, and other information to identify components; correct specifications for making media and electronic programs work effectively.

(2) **Materials to support lesson planning, teaching, and learning:** Examples include overview of components and objectives; background for lectures and discussions; technical terminology, and reinforcement and review strategies; scope and sequence chart for activities and planning; sample lesson plans; suggestions for individualized study, small-group and large-group presentations and discussions, school-to-work activities, field or laboratory experiences, and other extension activities; suggestions for integrating themes across the subject area or course curriculum and forming connections to other disciplines; suggestions for parental and community involvement; cultural highlights to explain and expand on the materials.

(3) **Suggestions for adapting instruction for varying needs:** Examples include alternative approaches to teaching, pacing, and options for varied delivery of instruction such as media, tools, equipment, and emerging technology; strategies for engaging all students, such as open-ended questions to stimulate thinking, journals, manipulatives, explorations, and multisensory approaches; suggestions for addressing common student difficulties or adapting to multiple learning styles; and alternative reteaching, enrichment, and remediation strategies.

(4) **Guidelines and resources on how to implement and evaluate instruction:** Examples include answers to work assignments, practice activities, and tests; possible outcomes of projects or research; suggestions for using learning tasks for classroom assessment; guidelines for alternative assessments, such as sample checklists, peer or performance assessments, portfolios, or projects.

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(5) **Resources to use in classroom activities:** Examples include copy masters to use for displays or photocopies; bibliographies or lists of resources and references, including network resources; classroom management strategies and documentation on the manageability of the entire instructional program; in-service workshop or consultation support from the publisher.

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package must align with each other, as well as with the curriculum.

All components of an instructional package—teacher's edition and materials, student's edition and materials, workbook, supplementary materials, and others—must be integrated and interdependent and must correspond with each other. For example, master copies of handouts in a teacher's edition must align with student activities or assignments. They must match in content and progression of instructional activities.

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C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials must have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.

Providing an explicit and teachable structure can double the amount of information remembered. Clear organization allows students and teachers to discriminate important pieces of information through skimming, reading, or browsing.

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Clear organization may be accomplished through a combination of features, but generally not through one feature alone.

Access to content. Some features help in searching and locating information, such as a table of contents; menu or map of content; directions on how to locate information or complete assignments; an index for quick reference; goals and/or objectives, outlines, lists, or checklists for major sections; bibliographies and lists of resources; glossaries for quick access to major terms; introductions, key concepts and themes, visual cues, illustrations, labeled examples, and labeled reviews or summaries.

Visible structure and format. Other at-a-glance features signal the organization of content, such as chapter or unit titles and/or frames; headings and subheadings; typographic cues such as bold, italics or changes in size of type; divisions of content such as borders, boxes, circles, highlighting, visual signposts, icons, or color cues; diagrams, labels, and visuals placed near the related content; and numbering of pages and other components.

Objectives or a content outline may serve a similar purpose by introducing main ideas, providing guideposts to use in searching for key information, or serving as a checklist for self-assessment.

Certain types of brief narrative sections also contribute to clear organization. For example, the statement of a clear purpose with content organized around main ideas, principles, concepts, and logical relationships supports the unity and flow of information. Introductions also play a major role when they include anchoring ideas, a list of key points, or conceptual schemes such as metaphors. Summaries also can assist students in understanding the logical order of topics presented.

Logical organization. The pattern of organization of the content must be consistent and logical for the type of subject or topic. Patterns of organization may include comparison and contrast, time sequence, cause-effect or problem-solution-effect, concrete to abstract, introduction-review-extension (spiral structure), simple-to-complex, whole-part or part-whole, generalization-examples-review-practice, and conflict-inside view-structure.

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D. READABILITY OF INSTRUCTIONAL MATERIALS

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORDS: suitable, usable, desirable

1006.34(2)(b)—KEY WORDS: the age of the children

Narrative and visuals must engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

Language style. Language style and visual features can influence the readability of materials. Yet, a popular tool for assessing readability has been the use of a *readability formula* of one type or another. These formulas tend to focus only on a few *countable* characteristics of language style such as the length of words, sentences, and/or paragraphs.

Other features are more important in establishing the readability of instructional materials, such as:

- organized, coherent text
- language and concepts familiar to the student
- language that clarifies, simplifies, and explains information
- transition words such as "yet," "also," "next," "for example," "moreover," or "however"
- other phrases that create logical connections
- words with concrete and specific images
- active rather than passive voice
- varied sentence structures, which avoid both choppy sentences and unnecessary words
- specific questions or directions to guide student attention to visuals or key information

Visual features. Visual features that improve readability include

- print that is dark and clear, with good contrast
- paper with clean-cut edges without glare, or computer screens without glare

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- margins wide enough on a page or screen to allow easy viewing of the text
- visuals that are relevant, clear, vivid, and simple enough for students to understand
- quantity of visuals suitable for the intended students – both lower ability students and higher ability students tend to require more visuals
- unjustified text (ragged on the right) rather than justified (lined up on the right)
- visuals that contain information in a form different from the text
- graphs, charts, maps, and other visual representations integrated at their point of use
- colors, size of print, spacing, quantity, and type of visuals suitable for the abilities and needs of the intended students

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E. PACING OF CONTENT

The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. Note: Work required of students in advanced, honors, and advanced placement level courses must be observably more comprehensive and at a higher level than the work required of students in regular classes.

It is important that materials contain "bite-size" chunks or blocks of information. The chunks must not be so large, nor the

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pacing so fast, as to overwhelm students. Neither must the chunks be so small, nor the pacing so slow, as to bore them.

FLORIDA STATUTES

1006.29(4)—KEY WORDS: instructional materials... major tool...instruction

1006.38(3)(a)—KEY WORDS: specifications of the physical characteristics

1006.34(2)(a)—KEY WORDS: suitable, usable, desirable

1006.34(2)(b)—KEY WORDS: the age of the children

1006.34(2)(b)—KEY WORDS: the degree to which the material would be supplemented or explained

1006.38(5)—KEY WORDS: not to exceed the lowest price

1006.38(6)(7)(8)(9)—KEY WORDS: reduce automatically...free of charge...equal in quality...supplementary ... fair use

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F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials must be easy to use and replace and be durable enough for multiple uses over time.

Warranty. The actual physical and technical qualities of materials must match the description contained in the publisher's warranty.

Use. Materials must be designed for practical use in the classroom and school environments. They must be easy to identify and store. Teachers and students must be able to access and use the materials. Some of the factors influencing their ease of use include number of components, size of components, packaging, quality of materials, equipment requirements, and cost to purchase or replace components.

The best choice about weight, size, and number of volumes depends on several factors, such as the organization of the content, how well separate volumes may fit time periods for instruction, and the ages of students. Technical production requirements, such as page limits or different types of bindings, may lead to multiple volumes.

Examples of classroom use include repeated copying of consumable materials and repeated use of other materials by students over time. Students must be able to easily use the materials and take home, in a convenient form, most of the material they need to learn for the course.

Technology-rich resources must work properly and run without error. Electronic media for student use must be encoded to prevent accidental or intentional erasure or modification. As with textbooks, electronic media must allow students to easily access and interact with them without extensive supervision or special assistance.

The physical and technical qualities of materials must match with the resources of the schools. Materials such as videos, software, CD-ROMs, Internet sites, and transparencies may serve instructional purposes well, but have little value unless they can be implemented with the school's equipment. Sometimes, a publisher provides training, inservice, or consultation to help in effective use of the materials.

Durability. Students and teachers must be able to have materials that will be durable under conditions of expected use. For example, boxes, books, or other materials must not fall apart after normal classroom use. The packaging and form of materials must be flexible and durable enough for multiple uses over time. Durability includes considerations such as

- high-quality paper, ink, binding, and cover
- back, joints, body block, and individual pages
- worry-free technology that runs properly, with easy to hear, see, and control audio and visuals, and
- the publisher's guarantee for replacement conditions and agreements for reproduction needed to effectively use the materials

Cost. *Florida's Department of Education Commissioner will consider the impact of cost in making final decisions.* Cost, while not a direct factor in ease of use, influences the ease with which materials can be obtained or replaced. The impact of cost can be complex to estimate. It requires considering the number of materials available at no additional cost with the purchase of the major program or text, the cost over the adoption period of several years, and the number of free materials to support implementation. Attractive features such as higher quality paper and visuals and greater use of color may escalate cost, without enhancing learning effectiveness.

REFERENCES FOR PRESENTATION FEATURES

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator's Handbook,** or request a list of references from the Department of Education, Bureau of Curriculum, Instruction, and Assessment.

Learning

The following features have been found to promote learning and apply to most types of learning outcomes.

MOTIVATIONAL STRATEGIES
TEACHING A FEW "BIG IDEAS"
EXPLICIT INSTRUCTION
GUIDANCE AND SUPPORT
ACTIVE PARTICIPATION
TARGETED INSTRUCTIONAL STRATEGIES
TARGETED ASSESSMENT STRATEGIES

The following sections describe the learning features expected for each of these priority areas.

A. MOTIVATIONAL STRATEGIES

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Instructional materials must include features to maintain learner motivation.

Expectations. Materials must positively influence the expectations of students. Examples include:

- positive expectations for success
- novel tasks or other approaches to arouse curiosity
- meaningful tasks related to student interests, cultural backgrounds, and developmental levels
- activities with relevance to the student's life
- thought-provoking challenges such as paradoxes, dilemmas, problems, puzzles, controversies, and questioning of traditional ways of thinking
- challenges that are neither too difficult to achieve nor so easy that students become bored
- hands-on tasks in a concrete context, and images, sounds, analogies, metaphors, or humorous anecdotes
- variety, including the opportunity for students to ask their own questions, set their own goals, and make other choices during learning

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORDS: suitable, usable, desirable

1006.34(2)(b)—KEY WORDS: the age of the children

1006.38(4)—KEY WORDS: diagnostic, criterion-referenced

Feedback. Materials must include informative and positive feedback on progress. Examples include:

- frequent checks on progress, including testing
- explanatory feedback with information about correctness of responses, how to avoid or correct common mistakes, and/or different approaches to use
- varied forms of assessments (self-assessment, peer assessment, and some learning tasks without formal assessments)

Appearance. Materials must have an appearance generally considered attractive to the intended students.

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B. TEACHING A FEW "BIG IDEAS"

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORDS: suitable, usable

1006.34(2)(b)—KEY WORDS: educational purpose

Instructional materials must thoroughly teach a few important ideas, concepts, or themes.

Focus. Thoroughly teaching a few big ideas provides focus for the learner's attention. It provides an organizing framework for integrating new information.

Completeness. The thorough teaching of a few big ideas may focus on developing a deeper and more complete understanding of the major themes of a discipline, the content of the subject area, relationships to other disciplines, and the thinking and learning skills required for achieving the specified learning outcomes.

Note: For the subject area of Social Studies, the "Big Ideas" are:

- *Geographic Understanding* – emphasizing the fundamental theme of geography (location, place, human-environment interactions, movement, regions);
- *Historical Awareness* – focusing on the processes, people, major events, eras, and personalities of history;
- *Civic Responsibility* – emphasizing democratic values and principles and the importance of citizenship participation
- *Economic Understanding* – focusing on the basic concepts, principles, and practices of economics;
- *Cultural Awareness* – developing an appreciation of individual and racial, ethnic, and cultural differences; and
- *Global Perspective* – developing an awareness of the interdependent nature of the world.

C. EXPLICIT INSTRUCTION

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORDS: suitable, usable

1006.34(2)(b)—KEY WORDS: educational purpose

Instructional materials must contain clear statements of information and outcomes.

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Clarity of directions and explanations. To support success in learning, instructional materials must include clear presentation and explanations of:

- purposes, goals, and expected outcomes
- concepts, rules, information, and terms
- models, examples, questions, and feedback

For example, development of specific thinking skills requires an explicit statement of the particular *thinking skills* to be learned, along with the *strategies* or *steps to follow*. Explicit instruction for thinking skills might also involve showing *examples* of successful thinking processes contrasted with examples of poor thinking processes.

Similarly, the development of learning skills requires explicit directions about *when* and *how* to do activities such as notetaking, outlining, paraphrasing, abstracting and analyzing, summarizing, self-coaching, memory strategies, persistence, preview and questioning, reading and listening, reflecting, and reciting.

Exclusion of ambiguity. Instructional materials must avoid terms and phrases with ambiguous meanings, confusing directions or descriptions, and inadequate explanations.

Note: For the subject area of Social Studies, explicit instruction is particularly important in developing the skills necessary for reading and interpreting maps, charts, and graphs and understanding the difference between fact and opinion, and different points of view, especially in light of the explosion of the Internet.

FLORIDA STATUTES

1006.31(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

1006.34(2)(a)—KEY WORDS: suitable, usable, desirable

D. GUIDANCE AND SUPPORT

Instructional materials must include guidance and support to help students safely and successfully become more independent learners and thinkers.

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Level. The type of guidance and support that helps students to become more independent learners and thinkers is sometimes referred to as *scaffolding*. Scaffolding is a solid structure of support that can be removed after a job has been completed. As students gain proficiency, support can diminish, and students can encounter more complex, life-centered problems. Information and activities must provide guidance and support at the level that is needed—no more and no less. Too much can squelch student interest, and too little can lead to failure.

Guidance and support can be accomplished by a combination of the following features:

- organized routines
- advance organizers or models such as:
  (1) condensed outlines or overviews
  (2) simplified views of information
  (3) visual representations of new information during initial instruction
  (4) sample problems
  (5) questions to focus on key ideas or important features
  (6) examples of solved problems
  (7) explanations of how the problems were solved
  (8) examples of finished products or sample performances
  (9) analogies, metaphors, or associations to compare one idea to another
- prompts or hints during initial practice
- step-by-step instructions
- immediate and corrective feedback on the accuracy of performance of each step or task, on how to learn from mistakes, and on how to reach the correct answer
- simulations with features for realistic practice
- opportunities for students to do research, and to organize and communicate results

Adaptability. Guidance and support must be adaptable to developmental differences and various learning styles. For example, young children tend to understand concepts in

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concrete terms and overgeneralize new concepts. Some students need more time, some tend to be more impulsive than reflective, some have trouble distinguishing relevant from irrelevant information, and some have better written than spoken language skills.

Approaches for developmental differences and learning styles of students, include

- a variety of *activities* such as:
  (1) structured and unstructured activities
  (2) independent and group work
  (3) teacher-directed and discovery learning
  (4) visual and narrative instruction
  (5) hands-on activities
  (6) open-ended activities
  (7) practice without extrinsic rewards or grades
  (8) simple, complex, concrete, and abstract examples
  (9) variable pacing or visual breaks

- A variety of *modalities* for the various multiple intelligences of students, such as:
  (1) linguistic-verbal
  (2) logical-mathematical
  (3) musical
  (4) spatial
  (5) bodily-kinesthetic
  (6) interpersonal
  (7) intrapersonal

Note: The subject area of Social Studies, the following forms of guidance and support are particularly important:

- Multiple opportunities for responding to critical thinking and problem solving appropriate to the discipline;
- Thematic networks of knowledge;
- Incorporation of authentic activities and assessments;
- Cross-disciplinary boundaries; and

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- Research activities that will help students become information literate.

E. ACTIVE PARTICIPATION OF STUDENTS

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Instructional materials must engage the physical and mental activity of students during the learning process.

Assignments. Instructional materials must include organized activities of periodic, frequent, short assignments that are logical extensions of content, goals, and objectives.

Student responses. Assignments must include questions and application activities during learning that give students opportunities to respond. Active participation of students can be accomplished in a variety of ways. For example, information and activities might require students to accomplish the types of activities listed below.

- respond orally or in writing
- create visual representations (charts, graphs, diagrams, and illustrations)
- generate products
- generate their own questions or examples
- think of new situations for applying or extending what they learn
- complete discovery activities
- add details to big ideas or concepts from prior knowledge
- form their own analogies and metaphors
- practice lesson-related tasks, procedures, behaviors, or skills
- choose from a variety of activities

Note: For the subject area of Social Studies, the following features are particularly important to engage students effectively:

- Opportunities for students to engage in Social Studies instruction in ways other than just the written/spoken word (i.e. simulations, interactive programs, etc.)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- Opportunities for students to create products in a variety of ways for a variety of audiences; and
- Opportunities for students to become information literate.

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F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials must include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

Alignment. Research has documented the strategies that effectively teach different types of learning outcomes. The learning strategies included in instructional materials must match the findings of research for the targeted learning outcomes. Different types of learning outcomes require different strategies. For example, a strategy for memorizing verbal information might be helpful, but it would not align with the strategies required for learning a concept or for learning how to solve a problem.

Completeness. Not only must strategies be aligned, but they also must be complete enough to effectively teach the targeted outcomes. For example, while the explanation of a problem-solving method or model would be appropriate, other strategies also would be necessary in order for students to learn how to resolve different types of problems.

Research summary. Researchers sometimes use different terms for some similar outcomes. For example, *thinking skills* and *metacognition* refer to some of the same types of skills. The following alphabetical list includes terms as they have appeared in research, even though some terms clearly overlap others.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- attitudes
- cognitive strategies
- comprehension/ understanding
- concepts
- creativity
- critical thinking
- insight
- metacognition
- motor skills
- multiple intelligences
- problem solving
- procedural knowledge, principles, and rules
- scientific inquiry
- thinking skills
- verbal information, knowledge, or facts

The following section summarizes the research findings for each of these types of learning outcomes.

Effective Teaching Strategies

- **To teach *Attitudes* — for example, learning the benefits of reading**
  - ➢ Explain and show consequences of choices, actions, or behaviors.
  - ➢ Provide relevant human or social models that portray the desired choices, actions, or behaviors

- **To teach *Cognitive Strategies*** (learning how to learn) — **for example, self-monitoring and reflecting upon the effectiveness of the reading process selected and used**
  - ➢ Encourage or teach (a) organizing and summarizing information; (b) self-questioning, self-reflection, and self-evaluation; and (c) reference skills.
  - ➢ Encourage or teach when and how to use these different skills.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- **To teach *Comprehension/Understanding*—for example, comprehending and understanding information in a reading selection**
  - Outline, explain, or visually show what will be learned in a simple form.
  - Explain with concrete examples, metaphors, questions, or visual representations.
  - Require students to relate new to previously learned information.
  - Require students to paraphrase or summarize new information.
  - Require students to construct a visual representation of main ideas (map, table, diagram, etc.).
  - Give students opportunities to add details, explanations, or examples to basic information.
  - Require application of knowledge or information.
- **To teach *Concepts*—for example, learning the concepts of figurative language, metaphors, and similes**
  - Provide clear definition of each concept.
  - Point out important and unimportant features or ideas.
  - Point out examples and non-examples of the concept, showing similarities and differences.
  - Include practice in classifying concepts.
  - Include a wide range of examples in progressive presentation of more complex examples.
  - Emphasize relationships between concepts.
- **To teach *Creativity*—for example, exploring different types of reading selections and sources or creating an evaluation tool to identify the impact of mood or meaning**
  - Provide examples of creativity.
  - Include models, metaphors, and analogies.
  - Encourage novel approaches to situations and problems.
  - Show and provide practice in turning a problem upside down or inside out or changing perceptions.
  - Encourage brainstorming.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

  - Include questions and problems with multiple answers.
  - Provide opportunities of ungraded, unevaluated creative performance and behavior.

- **To teach *Critical Thinking* — for example, differentiating fact from opinion or determining the validity of arguments**
  - Create conflict or perplexity by using paradoxes, dilemmas, or other situations to challenge concepts, beliefs, ideas, and attitudes.
  - Focus on how to recognize and generate proof, logic, argument, and criteria for judgments.
  - Include practice in detecting mistakes, false analogies, relevant v. irrelevant issues, contradictions, "buggy" algorithms, and predictions.
  - Provide practice in drawing inferences from observations and making predictions from limited information.
  - Explain and provide practice in recognizing factors that influence choice and interpretations such as culture, experience, preferences, desires, interests, and passions, as well as systematic thinking.
  - Require students to explain how they form new judgments and how and why present judgments differ from previous ones.

- **To teach *Insight* — for example, comprehending the symbols in literary works**
  - Include inquiry and discovery activities.
  - Provide challenging thinking situations with concrete data to manipulate.
  - Promote careful observation, analysis, description, and definition.

- **To teach *Metacognition* (learning how to think) — for example, rereading and self-correcting**
  - Explain different types of thinking strategies and when to use them.
  - Encourage self-evaluation and reflection.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

  - Include questions to get students to wonder why they are doing what they are doing.
  - Guide students in how to do systematic inquiry, detect flaws in thinking, and adjust patterns of thinking.

- **To teach *Motor Skills* — for example, writing legibly or using electronic tools proficiently**
  - Provide a mental and physical model of desired performance.
  - Describe steps in the performance.
  - Provide practice with kinesthetic and corrective feedback (coaching).

- **To teach *Multiple Intelligences* — for example, retelling vs. rewriting or learning certain rhythms**
  - Verbal-linguistic dimension focuses on reasoning with language, rhythms, and inflections, such as determining meaning and order of words (stories, readings, humor, rhyme, and song).
  - Logical-mathematical dimension focuses on reasoning with patterns and strings of symbols (pattern blocks, activities to form numbers and letters).
  - Musical dimension focuses on appreciation and production of musical pitch, melody, and tone.
  - Spatial dimension focuses on activities of perceiving and transforming perceptions.
  - Bodily kinesthetic dimension focuses on use and control of body and objects.
  - Interpersonal dimension focuses on sensing needs, thoughts, and feelings of others.
  - Intrapersonal dimension focuses on recognizing and responding to one's own needs, thoughts, and feelings.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- **To teach *Problem Solving*—for example, forming predictions, inferences, logical endings, or conclusions**
  - Assure student readiness by diagnosing and strengthening related concept, rule, and decision-making skills.
  - Provide broad problem-solving methods and models.
  - Include practice in solving different types of problems.
  - Begin with highly structured problems and then gradually move to less structured ones.
  - Use questions to guide thinking about problem components, goals, and issues.
  - Provide guidance in observing and gathering information, asking appropriate questions, and generating solutions.
  - Include practice in finding trouble, inequities, contradictions, or difficulties and in reframing problems.
  - Include drill and practice to improve speed, consistency, and ease of using problem-solving steps.
- **To teach *Procedural Knowledge, Principles, and Rules*—for example, determining when and how to use alphabetical and numerical systems for organizing information**
  - Define context, problems, situations, or goals for which procedures are appropriate.
  - Explain reasons that procedures work for different types of situations.
  - Define procedures—procedures include rules, principles, and/or steps.
  - Provide vocabulary and concepts related to procedures.
  - Demonstrate step-by-step application of procedures.
  - Explain steps as they are applied.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

  - Include practice in applying procedures.

- **To teach** *Scientific Inquiry*—**for example, transferring information gathered and recorded into a formal presentation**
  - Explain process and methods of scientific inquiry.
  - Explain and provide examples of (a) typical solution procedures, (b) how to form hypotheses, (c) how to speculate, and (d) how to identify and interpret consequences.
  - Encourage independent thinking and avoidance of dead ends or simplistic answers.
  - Require students to explain experiences with inquiry activities and results of inquiry activities.
- **To teach** *Thinking Skills* **(also refer to critical thinking and metacognitive skills)—for example, comparing and contrasting ideas**
  - Introduce different types of thinking strategies.
  - Explain context or conditions of applying different strategies.
  - Provide definitions, steps, and lists to use in strategies.
  - Include examples of different types of thinking strategies, including how to think with open-mindedness, responsibility, and accuracy.
  - Emphasize persistence when answers are not apparent.
  - Provide practice in applying, transferring, and elaborating on thinking strategies.
  - Integrate metacognitive, critical, and creative-thinking skills.
- **To teach** *Verbal Information, Knowledge, or Facts*—**for example, new vocabulary or labels**

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- Provide a meaningful context to link new information and past and/or future knowledge.
- Organize information into coherent groups or themes.
- Use devices to improve memory such as mnemonic patterns, maps, charts, comparisons, groupings, highlighting of key words or first letters, visual images, and rhymes.
- Include some overlearning and mastery through practice in rehearsal, recall, or restatement of information (refer to *comprehension*).
- Point out parts, main ideas, pattern, or relationships within information or sets of facts.

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials must include assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes.

Alignment. The assessment strategies must match the learner performance requirements for the types of learning outcomes that have been targeted for the subject matter, course, or course category. Different strategies are appropriate for assessing different types of learning outcomes. For example, a strategy for testing the acquisition of verbal information would not match the requirements for testing whether or not a student has learned a concept or learned how to solve a problem.

The term "assessment," as used in this section refers to testing or other strategies that assess student progress as a result of learning activities. The results of such assessment provide information about where to strengthen instruction. But it is very important to ask the right questions. If the type of question

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Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

matches the type of learning outcome, then students and teachers have relevant information about learning progress.

Completeness. In addition to including assessment strategies that align with the performance requirements of the targeted learning outcomes, the strategies must be complete enough to effectively assess the learner's performance requirements required by the targeted learner outcomes. For example, a test item that requires the student to state a rule does not assess whether or not the student knows how to *use* the rule.

Research summary. The research summary for effective assessment strategies for different types of learning outcomes follows the same alphabetical sequence as the previous section.

Effective Assessment Strategies

- **To assess** *Attitudes:*
  - ➢ Provide various situations.
  - ➢ Require choices about behaviors.
- **To assess** *Cognitive Strategies:*
  - ➢ Provide learning tasks.
  - ➢ Require students to choose good strategies for learning and/or to learn new materials without teacher guidance.
  - ➢ Require students to discuss and explain methods used for various learning tasks.
- **To assess** *Comprehension/Understanding:*
  - ➢ Provide topic.
  - ➢ Require summary or restatement of information.
  - ➢ Provide new context.
  - ➢ Require application of information.
  - ➢ Provide several statements using words different from the initial teaching.
  - ➢ Require identification of the correct meaning.
- **To assess** *Concepts:*

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- ➢ Provide new examples and non-examples.
- ➢ Require identification or classification into the correct categories.

- **To assess** *Creativity:*
- ➢ Provide new problems to "turn upside down," study, or resolve – these could be puzzles, dance performances, drama performances, or products to create.
- ➢ Require products or solutions to fit within the particular functions and resources.
- ➢ Provide situations requiring novel approaches.

- **To assess** *Critical Thinking:*
- ➢ Require students to evaluate information or results.
- ➢ Require the use of analysis and research.

- **To assess** *Insight:*
- ➢ Provide situations for inquiry and discovery.
- ➢ Provide situations for manipulation.

- **To assess** *Metacognition* (learning how to think):
- ➢ Provide different situations or problems.
- ➢ Require students to identify types of thinking strategies to analyze and evaluate their own thinking.

- **To assess** *Multiple Intelligences:*
- ➢ Provide situations in the modality that is targeted, e.g., verbal-linguistic, musical, or other modality.
- ➢ Provide situations in several modalities, to allow choice
- ➢ Require performance in the targeted or chosen modalities.

- **To assess** *Motor Skills:*
- ➢ Provide situations and resources for performance of the skill.
- ➢ Include checklist for evaluation.

- **To assess** *Problem Solving:*
- ➢ Require students to choose types of problem-solving strategies for different situations.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- Require solutions to structured and unstructured, simple and complex problems.

- **To assess** *Procedural Knowledge, Principles, and Rules:*
- Provide situations that require students to recognize the correct use of procedures, principles, or rules with routine problems.
- Require students to state procedures, principles, or rules.
- Require students to choose which ones to apply in different situations.
- Provide situations that require students to demonstrate the correct use of procedures, principles, or rules with routine problems.

- **To assess** *Scientific Inquiry:*
- Provide situations or problems that require speculation, inquiry, and hypothesis formation.
- Provide research, hands-on activity, and conclusions.

- **To assess** *Thinking Skills* (also refer to critical thinking and metacognitive skills):
- Require students to summarize different types of thinking strategies.
- Provide situations that require students to choose the best type of thinking strategy to use.
- Require students to detect instances of open- v. closed-mindedness.
- Require students to detect instances of responsible v. irresponsible and accurate v. inaccurate applications of thinking strategies.
- Provide situations that require the student's persistence in order to discover or analyze information to obtain answers to specific questions.
- Require students to apply specific thinking strategies to different real-world situations.

- **To assess** *Verbal Information, Knowledge, or Facts:*
- Require students to recall information.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

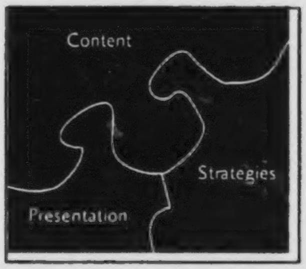
- Require students to restate information.

REFERENCES FOR LEARNING FEATURES

For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator's Handbook,** *or request a list of references from the Department of Education, Bureau of Curriculum, Instruction, and Assessment.*

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Criteria for Evaluation



The instructional materials adoption process must be fair to all publishers who take the time and expense to submit their materials. Applying evaluation criteria consistently to each submission assures that the materials will be judged fairly.

Regardless of format or technology, effective materials have certain characteristics in common, and the basic issues, important for the evaluation of instructional materials, apply to all subject areas and all formats. These issues are addressed in Florida's list of priorities and the criteria as detailed in the previous pages of this document. What follows is the evaluation instrument used by adoption committee members. Evaluators will use the criteria-based instrument to engage in systematic reflection of the processes they follow and decisions they make about the quality of materials submitted by publishers.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

The extensive research base and review processes used to identify these criteria establish their validity as an integral part of Florida's instructional materials adoption system. Applying these criteria consistently to each submission helps assure that the materials submitted by publishers will be judged fairly.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

STATE COMMITTEE EVALUATION FORM

DIRECTIONS: *Use this form along with the criteria in the instructional materials specifications to independently review each submission.*

As part of your independent review for each of the criteria, rate and comment on how well the submission satisfies the requirements. Possible ratings are as follows: ■ THOROUGHLY, ■ HIGHLY, ■ ADEQUATELY , ■ MINIMALLY , *or* ■ NOT AT ALL .

At your state committee meeting, you will discuss your review and agree on the summary of RATINGS, COMMENTS, and the OVERALL EVALUATION for each submission. Your committee will then VOTE for or against adoption and will make suggestions for notations to include in the Florida Catalog of Instructional Materials. *Your committee's decisions will appear on one Committee Consensus Questionnaire.*

IDENTIFICATION OF SUBMISSION
Subject Area Committee
Course for Which Recommended
Name of Publisher
Title of Submission

☑ CONTENT

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content aligns with the state's standards for the subject, grade level, and learning outcomes.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ CORRELATIONS ______________________________

✓ SCOPE ______________________________

✓ COMPLETENESS ______________________________

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content is appropriate for the standards, student abilities and grade level, and time periods allowed for teaching.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ OBJECTIVES ______________________________

✓ STUDENTS ______________________________

✓ TIME ______________________________

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C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students is reflected in the authors, reviewers, and sources that contributed to development of the materials.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ AUTHORSHIP____________________

✓ SOURCES ____________________

D. ACCURACY OF CONTENT

Content is accurate in historical context and contemporary facts and concepts.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ OBJECTIVITY____________________

✓ REPRESENTATIVENESS____________________

✓ CORRECTNESS____________________

E. CURRENTNESS OF CONTENT

Content is up-to-date for the academic discipline and the context in which the content is presented.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ DATES OR EDITIONS____________________

✓ CONTEXT____________________

✓ INFORMATION____________________

F. AUTHENTICITY OF CONTENT

Content includes problem-centered connections to life in a context that is meaningful to students.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ LIFE CONNECTIONS____________________

✓ INTERDISCIPLINARY TREATMENT____________________

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and social groups includes multicultural fairness and advocacy.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ MULTICULTURAL FAIRNESS______________________________

✓ MULTICULTURAL ADVOCACY______________________________

H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals includes compassion, sympathy, and consideration of their needs and values and excludes hard-core pornography and inhumane treatment.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ INCLUSION OF COMPASSION______________________________

✓ EXCLUSION OF INHUMANITY ______________________________

SUMMARY ANALYSIS FOR CONTENT

In general, how well does the submission satisfy *CONTENT* requirements?

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

☑ PRESENTATION

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources are complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ STUDENT RESOURCES______________________________

✓ TEACHER RESOURCES______________________________

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package align with each other, as well as with the curriculum.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issue? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ ALIGNMENT______________________________

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ ACCESS TO CONTENT______________________________

✓ VISIBLE STRUCTURE AND FORMAT______________________________

✓ LOGICAL ORGANIZATION______________________________

D. READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals will engage students in reading or listening as well as understanding of the content.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ LANGUAGE STYLE______________________________

✓ VISUAL FEATURES______________________________

E. PACING OF CONTENT

The amount or content presented at one time or the pace at which it is presented is of a size or rate that allows students to perceive and understand it.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issue? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ PACING______________________________

F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials are easy to use and replace and are durable enough for multiple uses over time.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ WARRANTY______________________________________

✓ USE______________________________________

✓ DURABILITY______________________________________

SUMMARY ANALYSIS FOR PRESENTATION

In general, how well does the submission satisfy *PRESENTATION* requirements?

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

☑ LEARNING

A. MOTIVATIONAL STRATEGIES

Instructional materials include features to maintain learner motivation.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ EXPECTATIONS______________________________________

✓ FEEDBACK______________________________________

✓ APPEARANCE______________________________________

B. TEACHING A FEW "BIG IDEAS"

Instructional materials thoroughly teach a few important ideas, concepts, or themes.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ FOCUS______________________________________

✓ COMPLETENESS______________________________________

C. EXPLICIT INSTRUCTION

Instructional materials contain clear statements of information and outcomes.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ CLARITY OF DIRECTIONS AND EXPLANATIONS____________________________

✓ EXCLUSIONS OF AMBIGUITY______________________________________

D. GUIDANCE AND SUPPORT

Instructional materials include guidance and support to help students safely and successfully become more independent learners and thinkers.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ LEVEL____

✓ ADAPTABILITY____

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials will engage the physical and mental activity of students during the learning process.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ ASSIGNMENTS____

✓ STUDENT RESPONSES____

F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ ALIGNMENT____

✓ COMPLETENESS____

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials include assessment strategies known to be successful in determining how well students have achieved learning outcomes targeted in the curriculum requirements.

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ ALIGNMENT______________________________

✓ COMPLETENESS______________________________

SUMMARY ANALYSIS FOR LEARNING

In general, how well does the submission satisfy *LEARNING* requirements?

☐ THOROUGHLY ☐ HIGHLY ☐ ADEQUATELY ☐ MINIMALLY ☐ NOT AT ALL

OVERALL EVALUATION

1. **If given responsibility for teaching the course, would you choose these materials for classroom use?**

   θ YES θ NO

2. **What notations do you think should be included in the Catalog?**

______________________________ ______________________________

Committee Member Signature **Date**

APPENDIX A

The following pages contain the Social Studies Sunshine State Standards and Course Descriptions that publishers will be required to correlate to in the Major Tool submitted for consideration.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Florida's Sunshine State Standards and Grade Level Expectations Social Studies

Grades PreK-2

Strand A: Time, Continuity, and Change [History]
Standard 1: The student understands historical chronology and the historical perspective.
Benchmark SS.A.1.1.1: The student compares everyday life in different places and times and understands that people, places, and things change over time.

Grade Level Expectations
The student:
Kindergarten
1. listens to, views, and discusses stories, poems, and other media about people from other places and times.

First
1. knows ways people in different cultures live, work, play, move about, and communicate.

Second
1. knows similarities and differences among selected Native American cultures from different regions and times (for example, nomadic groups, agricultural groups, city building, relationship with the environment).
2. knows ways technology changes how people in a community live (for example, advances in communication, transportation).

Benchmark SS.A.1.1.2: The student understands that history tells the story of people and events of other times and places.

Grade Level Expectations

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

The student:

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Kindergarten
1. understands that history tells the story of people and events of other times and places.

First
1. extends and refines understanding that history tells the story of people and events of other times and places.

Second
1. extends and refines understanding that history tells the story of people and events of other times and places.

Benchmark SS.A.1.1.3: The student knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands).

Grade Level Expectations
The student:
Kindergarten
1. knows selected roles of family members in various settings (for example, work, play, home).

First
1. knows ways to investigate and document a family history.

Second
Content addressed at kindergarten and first grade.

Benchmark SS.A.1.1.4: The student understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years).

Grade Level Expectations
The student:
Kindergarten
1. distinguishes among past, present, and future.

First
1. understands calendar time (days, weeks, months, years).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

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Second

1. applies calendar time to events in school or community (for example, placing school holidays on a calendar).

Standard 2: The student understands the world from its beginnings to the time of the Renaissance.

Benchmark SS.A.2.1.1: The student knows methods of communication from long ago and the technological developments that facilitated communications (e.g., speaking by gestures; transmitting stories orally; the use of pictographs, hieroglyphics and different alphabets; writing by hand and printing with machines).

Grade Level Expectations
The student:
Kindergarten

1. understands basic modes of communication (for example, gestures, oral, written symbols).

First

1. knows ways in which communication methods have changed (for example, the transition from the block printing process to the invention of the printing press).
2. knows ways changes in communication have affected the daily lives of people.

Second

1. knows various systems of long-distance communication and their effects (for example, runners, the "talking drums" of Africa, smoke signals of Native Americans, modern electronic communication systems).

Benchmark SS.A.2.1.2: The student understands the differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g., the use of animals such as horses and camels; nonmotorized vehicles such as chariots and travoises).

Grade Level Expectations
The student:
Kindergarten

1. understands basic modes of transportation (for example, walking, riding animals, various kinds of animal-drawn wagons, boats, trains, bicycles, cars, airplanes, space shuttles).

First

1. knows ways in which transportation technology has changed the daily lives of people (for example, the advent of the automobile led to drive-through restaurants).

Second

1. knows some advantages and disadvantages of different types of transportation (for example, cars are able to move us from place to place quickly, but their engines pollute the atmosphere).

Benchmark SS.A.2.1.3: The student understands the significance and historical contributions of historical figures during this period (e.g., the journeys of famous explorers).

Grade Level Expectations
The student:
Kindergarten

1. listens to, views, and discusses stories, poems and other media about selected men and women during the historical period before the Renaissance.

First

1. knows significant aspects of the lives and accomplishments of selected men and women in the historical period before the Renaissance (for example, Cleopatra, Mansa Musa, Augustus Caesar).

Second

1. extends and refines knowledge and understanding of significant aspects of the lives and accomplishments of selected men and women in the historical period before the Renaissance (for example, Marco Polo finding a trade route to the Far East).

Standard 3: The student understands Western and Eastern civilization since the Renaissance.

Benchmark SS.A.3.1.1: The student knows the accomplishments of major scientists and inventors (e.g., specific scientists and inventors, what they created, and how their creations have influenced society).

Grade Level Expectations
The student:

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Kindergarten

1. listens to, views, and discusses stories, poems, and other media about selected scientists and inventors during the historical period since the Renaissance.

First

1. knows significant aspects of the lives and accomplishments of selected scientists and inventors in the historical period since the Renaissance.

Second

1. extends and refines knowledge and understanding of significant aspects of the lives and accomplishments of selected scientists and inventors in the historical period since the Renaissance.

Benchmark SS.A.3.1.2: The student understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (e.g., such as paintings, sculptures, and masks).

Grade Level Expectations
The student:
Kindergarten

1. knows selected art forms from various cultures (for example, dances, musical styles).

First

1. understands ways in which selected art forms reflect daily life, history, and beliefs (for example, prehistoric cave paintings, hunting dances of primitive peoples).

Second

1. knows some works of art that reflect the cultural heritage of the community or country (for example, paintings, statues).

Benchmark SS.A.3.1.3: The student understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures).

Grade Level Expectations
The student:

Kindergarten

1. understands that art can differ in various cultures.
2. knows selected patriotic songs associated with the United States.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

First

1. understands the main ideas found in selected folktales, fables, legends, myths, and holidays from around the world that reflect the beliefs, ways of living, and traditions of various cultures of times past.

Second

1. understands the role of literature in transmitting the beliefs of different cultures.
2. knows ways selected holidays and ceremonies transmit cultural history and beliefs.

Standard 4: The student understands United States history to 1880. Benchmark SS.A.4.1.1: The student knows significant individuals in United States history to 1880 (e.g., revolutionary leaders, individuals important to American democracy, and individuals who fought for human rights, equality, and the common good).

Grade Level Expectations
The student:
Kindergarten

1. listens to, views, and discusses stories, poems, and other media about selected men and women in the period of United States history before 1880.

First

1. knows significant aspects of the lives and accomplishments of selected men and women in the period of United States history before 1880 (for example, Sacajawea, George Washington, Betsy Ross, Abraham Lincoln, Harriet Tubman).

Second

1. extends and refines knowledge of significant aspects of the lives and men and women in the period of United States history before 1880.

Benchmark SS.A.4.1.2: The student knows people and events honored in commemorative holidays that originated prior to 1880 (e.g., Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veteran's Day, and President's Day).

Grade Level Expectations
The student:

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Kindergarten

1. listens to, views, and discusses stories, poems, and other media about people and events prior to 1880 honored in commemorative holidays (for example, Columbus Day, Thanksgiving Day, Flag Day, Independence Day).

First

1. knows selected people and events prior to 1880 honored in commemorative holidays (for example, Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veteran's Day, Presidents' Day).

Second

1. extends and refines knowledge about people and events prior to 1880 honored in commemorative holidays.

Benchmark SS.A.4.1.3: The student knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the "father of our country," and the American flag).

Grade Level Expectations
The student:
Kindergarten

1. listens to, views, and discusses stories, poems, and other media about selected American symbols that have emerged from past events, legends, and historical accounts (for example, the eagle, the Liberty Bell, George Washington as the "father of our country," the American flag).

First

1. knows selected American symbols that have emerged from past events, legends, and historical accounts (for example, the eagle, the Liberty Bell, George Washington as the "father of our country," and the American flag).

Second

1. extends and refines knowledge and understanding of selected American symbols that have emerged from past events, legends, and historical accounts.

Benchmark SS.A.4.1.4: The student understands the changes that occurred in people's lives when they moved from faraway places to the United States.

Grade Level Expectations
The student:

Kindergarten

1. listens to, views, and discusses stories, poems, and other media about changes that occurred in people's lives when they moved from faraway places to the United States.

First

1. knows that people move from place to place for a variety of reasons.

Second

1. understands the movements of people called migration or immigration.

Standard 5: The student understands United States history from 1880 to the present day.

Benchmark SS.A.5.1.1: The student knows significant individuals in United States history since 1880 (e.g., presidents, scientists and inventors, significant women, and people who have worked to achieve equality and improve individual lives).

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories, and other media about selected men and women in the historical period of United States history since 1880.

First

1. knows significant aspects of the lives and accomplishments of selected men and women, including African Americans and Hispanics, in the period of United States history since 1880.

Second

1. extends and refines knowledge and understanding of significant aspects of the lives and accomplishments of selected men and women, including African Americans and Hispanics, in the historical period of United States history since 1880.

Benchmark SS.A.5.1.2: The student knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty,

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Ellis Island, Angel Island, Mt. Rushmore, and veteran's memorials) are associated with state and national history.

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories, poems, and other media about selected important buildings, statues, and monuments associated with state and national history.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

First

1. knows selected important buildings, statues, and monuments associated with state and national history (for example, Capitol, White House, Lincoln Memorial, Statue of Liberty).

Second

1. extends and refines knowledge and understanding about selected important buildings, statues, and monuments associated with state and national history (for example, Ellis Island, Angel Island, Mt. Rushmore, veteran's memorials).

Benchmark SS.A.5.1.3: The student knows people and events after 1880 that are honored in commemorative holidays (e.g., Martin Luther King, Jr. Day).

Grade Level Expectations
The student:
Kindergarten

1. listens to, views, and discusses stories, poems, and other media about people and events after 1880 honored in commemorative holidays.

First

1. knows about people and events after 1880 honored in commemorative holidays (for example, Veterans Day, Labor Day, Martin Luther King Day).

Second

1. extends and refines knowledge about people and events after 1880 honored in commemorative holidays.

Benchmark SS.A.5.1.4: The student understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; and changes in jobs, schooling, transportation, communication, religion, and recreation).

Grade Level Expectations
The student:
Kindergarten

1. listens to, views, and discusses stories, poems, and other media about changes in community life over time.

First

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

1. knows changes in community life over time (for example, jobs, schooling, transportation, communication, religion, recreation).

Second

1. extends and refines understanding of changes in community life over time (for example, goods and services, architecture, landscape).

Strand B: People, Places, and Environments [Geography]
Standard 1: The student understands the world in spatial terms.
Benchmark SS.B.1.1.1: The student determines the absolute and relative location of people, places, and things.

Grade Level Expectations
The student:
Kindergarten

1. knows terms that describe relative location (for example, near, far, up, down, left, right, behind, in front).
2. knows the locations of various places in the school (for example, office, library, playground, cafeteria, bathrooms).

First

1. knows terms used to describe distance (for example, feet, yards, meters, miles, kilometers).
2. knows the locations of the four hemispheres and selected countries on a map and globe.

Second

1. knows the locations of the community, city, state, and country on a map and globe.

Benchmark SS.B.1.1.2: The student uses simple maps, globes, and other three-dimensional models to identify and locate places.

Grade Level Expectations
The student:
Kindergarten

1. knows that the globe is a model of the earth.

First

1. understands that a map represents a real place.
2. knows the four cardinal directions (for example, north, south, east, west).

Second
1. knows map legends, coordinates, key symbols, and cardinal and intermediate directions to read simple maps.
2. understands the elements of scale, distance, relative location and spatial relationships.

Benchmark SS.B.1.1.3: The student identifies physical and human features of places in terms of the four spatial elements (point, line, area, and volume).

Grade Level Expectations
The student:
Kindergarten
1. identifies physical and human features of familiar places.

First
1. understands ways physical environments in other parts of the world are similar to and different from one's own (for example, mountains, deserts, plains, shore).

Second
1. knows the similarities and differences among geographic locations, regions, and environments in different parts of the world in terms of the four spatial elements: point, line, area, volume (for example, location [point], transportation and communication routes [line], regions [area], lakes filled with water [volume]).

Benchmark SS.B.1.1.4: The student knows areas that can be classified as regions.

Grade Level Expectations
The student:
Kindergarten
1. Content addressed in SS.B.1.1.3

First
1. understands that certain areas have common characteristics and can be called regions (for example, mountain ranges, neighborhoods, counties, states, countries).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Second

2. knows that areas can be classified as regions according to physical criteria (for example, landform regions, soil regions, vegetation regions, climate regions, water basins) and human criteria (political regions, population regions, economic regions, language regions).

Standard 2: The student understands the interactions of people and the physical environment.

Benchmark SS.B.2.1.1: The student identifies some physical and human characteristics of places.

Grade Level Expectations
The student:
Kindergarten

1. knows types of shelter, food, and clothing used by people in the community.

First

1. understands similarities and differences between life in cities, towns, suburbs, and farms.

Second

1. understands ways climate, location, and physical surroundings affect the way people live (for example, food, clothing, shelter, transportation, recreation).

Benchmark SS.B.2.1.2: The student knows how different communities have changed physically and demographically.

Grade Level Expectations
The student:
Kindergarten
Content addressed in first and second grades.

First

1. knows ways different communities have changed physically and demographically.

Second

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

1. knows ways in which people have modified the physical environment (for example, building roads, clearing land for urban development, mining coal) and the consequences of these modifications.

Benchmark SS.B.2.1.3: The student knows basic needs and how families in the United States and other countries meet them.

Grade Level Expectations
The student:
Kindergarten
1. knows basic needs of families (for example, food, shelter, clothing, companionship).

First

1. knows ways families meet their basic needs.

Second

1. knows ways trade helps families in different places meet their basic needs of clothing, food, and shelter.

Benchmark SS.B.2.1.4: The student knows the role that resources play in our daily lives.

Grade Level Expectations
The student:
Kindergarten
Content addressed in second and third grade.

First

1. understands ways natural resources affect our daily life.

Second

1. knows ways people can conserve and replenish natural resources.

Benchmark SS.B.2.1.5: The student knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

Grade Level Expectations
The student:
Kindergarten

1. listens to, views, and discusses stories and other media about modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

First

1. knows modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

Second

1. extends and refines knowledge of the transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

Strand C: Government and the Citizen [Civics and Government]
Standard 1: The student understands the structure, functions, and purpose of government and how the principles and values of American democracy are reflected in American constitutional government.
Benchmark SS.C.1.1.1: The student knows how various symbols are used to depict Americans' shared values, principles, and beliefs.

Grade Level Expectations
The student:
Kindergarten
Content addressed in SS.A.4.1.2.3.

First
Content addressed in SS.A.4.1.2.3.

Second
Content addressed in SS.A.4.1.2.3.

Benchmark SS.C.1.1.2: The student knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs of Americans.

Grade Level Expectations
The student
Kindergarten
Content addressed in SS.A.4.1.2.3.

First
Content addressed in SS.A.4.1.2.3.

Second
Content addressed in SS.A.4.1.2.3.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Benchmark SS.C.1.1.3: The student understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and "does not go too far."

Grade Level Expectations
The student:
Kindergarten
1. understands why rules are necessary.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

First

1. knows similarities and differences between rules and responsibilities at home and at school.

Second

1. understands there might be consequences for breaking rules.
2. participates in making class rules.

Benchmark SS.C.1.1.4: The student recognizes major elected officials.

Grade Level Expectations
The student:
Kindergarten
Content addressed in first and second grades.

First

1. knows selected major elected officials (for example, president, governor).

Second

1. knows the roles of selected elected officials in their community (for example, mayor, city commissioners, county commissioners).

Benchmark SS.C.1.1.5: The student knows examples of authority and power without authority and knows that people in positions of authority have limits on their authority.

Grade Level Expectations
The student:
Kindergarten
Content addressed in SS.C.1.1.3.

First

1. knows responsibilities of authority figures at home, school, and in the community (for example, parents, teachers, police officers).

Second

1. knows that people in positions of authority have limits on their authority (for example, a crossing guard cannot act as police officer).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Benchmark SS.C.1.1.6: The student understands that the Constitution is a written document that states that the fundamental purposes of American government are to protect individual rights and promote the common good.

Grade Level Expectations
The student:
Kindergarten
Content addressed in first and second grades.

First
1. knows some individual rights and responsibilities.
2. understands that there are sources of authority for those who make laws and rules in the school, community, state, and country (for example, school board constitutions).

Second
1. understands that rights and responsibilities reinforce each other and promote the common good.
2. knows that the United States Constitution is a written document that outlines the rights and responsibilities of all citizens of the country.

Standard 2: The student understands the role of the citizen in American democracy.
Benchmark SS.C.2.1.1: The student knows the qualities of a good citizen (e.g., honesty, courage, and patriotism).

Grade Level Expectations
The student:
Kindergarten
1. listens to, views, and discusses stories, poems, and other media about qualities of a good citizen.
2. knows some actions associated with good citizenship (for example, taking turns, sharing).

First
1. understands some basic civic values (for example, fair play, good sportsmanship, individual responsibility)

Second

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

1. extends and refines understanding of characteristics of good citizenship (for example, belief in the importance of justice, truth, equality, responsibility for the common good).

Benchmark SS.C.2.1.2: The student knows that a responsibility is a duty to do something or not to do something.

Grade Level Expectations
The student:
Kindergarten
1. knows that a responsibility is a duty to do something or not to do something.

First
2. extends and refines understanding that a responsibility is a duty to do something or not to do something.

Second
1. understands that there are consequences of fulfilling or not fulfilling responsibilities.

Benchmark SS.C.2.1.3: The student knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.

Grade Level Expectations
The student:
Kindergarten
1. knows examples of situations involving responsibility (for example, in the home, classroom).

First
1. refines and extends knowledge examples of situations that involve responsibilities (for example, in the neighborhood or community).

Second
1. knows some benefits of fulfilling responsibilities (for example, praise and approval, increased confidence, self-esteem).

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Benchmark SS.C.2.1.4: The student knows that the right to privacy is a personal right guaranteed by the United States Constitution and knows when privacy is expected.

Grade Level Expectations
The student:
Kindergarten
1. knows examples of privacy.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

First
1. knows when privacy is expected.
2. knows that the consequences of privacy can be beneficial and costly.

Second
1. knows that the right to privacy is a personal right guaranteed by the United States Constitution.
2. understands conflicts over the scopes and limits of privacy (for example, situations in which keeping a secret could be harmful).

Strand D: Production, Distribution, and Consumption [Economics]
Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources.

Benchmark SS.D.1.1.1: The student understands how scarcity affects the choices people make in everyday situations.

Grade Level Expectations
The student:
Kindergarten
1. knows some examples of scarcity.

First
1. understands the basic concept of scarcity.

Second
1. understands ways scarcity affects the choices people make in everyday situations.

Benchmark SS.D.1.1.2: The student knows the differences among human resources, natural resources, and capital resources and how these resources are used to produce goods and services.

Grade Level Expectations
The student:
Kindergarten
Content addressed in second grade.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

First
Content addressed in second grade.

Second

1. knows the differences among human resources (for example, people at work), natural resources (for example, water, soil, ore, wood, oil), and capital (for example, machines, tools) and ways they are used to produce different goods and services.

Benchmark SS.D.1.1.3: The student knows the difference between goods and services and between consumers and producers.

Grade Level Expectations
The student:
Kindergarten
Content addressed in first and second grades.

First

1. understands the difference between goods and services.

Second

1. knows the difference between goods and services.
2. knows the difference between consumers and producers.

Benchmark SS.D.1.1.4: The student understands that when consumers (e.g., individuals, households, businesses, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received.

Grade Level Expectations
The student:
Kindergarten
Content addressed in first and second grades.

First

1. understands cost (for example, something one gives up when one decides to do something) and benefit (for example, something that satisfies wants).

Second

1. knows examples of economic choices and what is given up when making a choice.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Standard 2: The student understands the characteristics of different economic systems and institutions.

Benchmark SS.D.2.1.1: The student understands that most people work in jobs in which they produce a few special goods or services.

Grade Level Expectations
The student:

Kindergarten

1. knows simple descriptions of work and jobs that people do.

First

1. knows how different types of work benefit the family and community.

Second

1. knows some requirements of various jobs and characteristics of a job well-performed.
2. understands that work provides income to purchase goods and services.

Benchmark SS.D.2.1.2: The student understands the basic concepts of markets and exchanges.

Grade Level Expectations
The student:

Kindergarten

1. understands the basic concept of exchanging money for goods.

First

1. knows ways in which people exchange goods and services (for example, barter, payment).

Second

1. understands the purpose of markets (for example, sellers compete to sell the same or similar products and buyers have choices).

Benchmark SS.D.2.1.3: The student understands the basic functions of a bank.

Grade Level Expectations
The student:

Kindergarten

1. understands the concept of saving money for future needs and wants.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

First
1. knows different ways to save money.

Second
1. knows ways in which individuals contribute to the functioning of a bank (for example, by investing, saving, borrowing, using services).

Benchmark SS.D.2.1.4: The student understands that people in different places around the world depend on each other for the exchange of goods and services.

Grade Level Expectations
The student:
Kindergarten
Content addressed at second and third grades.

First
Content addressed at second and third grades.

Second
1. understands that people in different places around the world depend on each other for the exchange of goods and services.

Grades 3-5

Strand A: Time, Continuity, and Change [History]
Standard 1: The student understands historical chronology and the historical perspective.
Benchmark SS.A.1.2.1: The student understands how individuals, ideas, decisions, and events can influence history.

Grade Level Expectations
The student:
Third
1. understands ways selected individuals, ideas, and decisions influenced historical events (for example, in ancient times).

Fourth
Content addressed in Florida history (SS.A.6.2.1.-7.).

Fifth
2. extends and refines understanding of the effects of individuals, ideas, and decisions on historical events (for example, in the United States).

Benchmark SS.A.1.2.2: The student uses a variety of methods and sources to understand history (e.g., interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.

Grade Level Expectations
The student:
Third
1. knows sources of information about ancient history (for example, books, magazines, documents at the school and community library, Internet sites about ancient history).

Fourth

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

1. knows different types of primary and secondary sources (for example, artifacts, diaries, letters, photographs, art, documents, newspapers, books, Internet sites about Florida history).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Fifth
1. compares and contrasts primary and secondary accounts of selected historical events (for example, diary entries from a soldier in a Civil War battle and newspaper articles about the same battle).

Benchmark SS.A.1.2.3: The student understands broad categories of time in years, decades, and centuries.

Grade Level Expectations
The student:
Third
1. reads and interprets a single timeline identifying the order of events (for example, in ancient times).

Fourth
Content addressed in Florida history (SS.A.6.2.1-7.)

Fifth
1. constructs and labels a timeline based on a historical reading (for example, about United States
history).

Standard 2: The student understands the world from its beginnings to the time of the Renaissance.
Benchmark SS.A.2.2.1: The student knows the significant scientific and technological achievements of various societies (e.g., the invention of paper in China, Mayan calendars, mummification and the use of cotton in Egypt, astronomical discoveries in the Moslem world, and the Arabic number system).

Grade Level Expectations
The student:
Third
1. knows significant scientific and technological achievements of various societies (for example, bow and arrow, pottery, Egyptian pyramids).

Fourth
1. Content addressed in third grade.

Fifth
1. Content addressed in third grade.

Benchmark SS.A.2.2.2: The student understands developments in transportation and communication in various societies (e.g., the development of extensive road systems in various cultures, the difficulties of travel and communication encountered by people of various culture, the origins and changes in writing and how these changes made communication between people more effective).

Grade Level Expectations
The student:
Third
1. understands selected developments in transportation prior to the Renaissance (for example, Roman roads, trade routes by camel caravan linking Asia and Africa, developments in marine vessels).
2. understands the origins and changes in methods of writing prior to the Renaissance (for example, pictographs, cuneiform, hieroglyphics, alphabets).
3. understands ways changes in transportation and communication affected the lives of people prior to the Renaissance.

Fourth
Content addressed in third grade.

Fifth
Content addressed in third grade.

Benchmark SS.A.2.2.3: The student understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g., pastoral and agrarian families of early civilizations, families of ancient times, and medieval families).

Grade Level Expectations
The student:
Third
1. knows aspects of family life found in many eras (for example, in prehistory, ancient civilizations).

2. knows aspects of family life found in pastoral, agrarian, and urban settings.

Fourth
Content addressed in third grade.

Fifth
Content addressed in third grade.

Benchmark SS.A.2.2.4: The student understands the emergence of different laws and systems of government (e.g., monarchy and republic).

Grade Level Expectations
The student:
Third
1. understands the emergence throughout history of different laws and systems of government (for example, monarchy, republic).

Fourth
Content addressed in third grade.

Fifth
Content addressed in third grade.

Benchmark SS.A.2.2.5: The student understands significant achievements in the humanities to the time of the Renaissance (e.g., Roman architecture and Greek art).

Grade Level Expectations
The student:
Third
1. knows selected cultural and intellectual achievements of various early and ancient civilizations.

Fourth
Content covered in third grade.
Fifth
Content covered in third grade.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Benchmark SS.A.2.2.6: The student knows how trade led to exploration in other regions of the world (e.g., the explorations of Marco Polo and the Vikings).

Grade Level Expectations
The student:
Third
1. knows how trade led to exploration in other regions of the world (for example, the explorations of Marco Polo and the Vikings).

Fourth
Content addressed in third grade.

Fifth
Content addressed in third grade.

Benchmark SS.A.2.2.7: The student understands how developments in the Middle Ages contributed to modern life (e.g., the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, and the rise of universities).

Grade Level Expectations
The student:
Third
1. understands selected ways developments in the Middle Ages contributed to modern life (for example, the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, the rise of universities).

Fourth
Content addressed in third grade.

Fifth
Content addressed in third grade.

Standard 3: The student understands Western and Eastern civilization since the Renaissance. Benchmark SS.A.3.2.1: The student knows significant people *and their contributions in the field of communication and technology (e.g., inventors of various nonelectronic and electronic communication devices such as the steam engine and the television) and the impact of these devices on society.*

Grade Level Expectations
The student:
Third
1. knows selected significant people and the impact of their achievements in world in the fields of communication and technology since the Renaissance.
2. understands ways these devices impacted society.

Fourth
Content addressed in Florida history (SS.A. 6.2.1-7).

Fifth
Content addressed in United States history (SS.A.4.2.1-8).

Benchmark SS.A.3.2.2: The student knows developments in the humanities since the Renaissance (e.g., Renaissance architecture, Japanese and Chinese influences on art, the impact of literary and theatrical development during the Renaissance, changes in music including opera and ballet, and major movements in the arts in 19th-century Europe).

Grade Level Expectations
The student:
Third
1. knows selected developments in the humanities since the Renaissance.

Fourth
Content addressed third grade.

Fifth
Content addressed in third grade and in SS.A.5.2.1-8).

Benchmark SS.A.3.2.3: The student understands the types of laws and government systems that have developed since the Renaissance (e.g., the

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development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism).

Grade Level Expectations
The student:
Third
1. understands types of laws and government systems that have developed since the Renaissance (for example, the development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism).

Fourth
Content addressed in third and fifth grades.

Fifth
Content addressed in third grade and SS.C.1.2.1 and SS.A.4.2.4).

Benchmark SS.A.3.2.4: The student understands the post-Renaissance consequences of exploration that occurred during the Age of Discovery (e.g., European colonization in North America and British imperial efforts in India and other countries).

Grade Level Expectations
The student:
Third
1. knows selected consequences of explorations that occurred during the Age of Discovery (for example, colonization around the world).

Fourth
Content covered in third grade and in Florida history (SS.A.6.2.1-3).

Fifth
Content covered in third grade and in United States history (SS.A.4.2.1).

Standard 4: The student understands United States history to 1880.
Benchmark SS.A.4.2.1: The student understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Grade Level Expectations
The student:
Third
Content addressed in fifth grade.

Fourth
Content addressed in Florida history (SS.A.6.2.1-3).

Fifth
1. knows selected European explorers and the territories they explored in North America.
2. understands selected geographic, economic, political, and cultural factors that characterized early exploration of the Americas (for example, impact on Native Americans, war between colonial powers, the institution of slavery).

Benchmark SS.A.4.2.2: The student understands why Colonial America was settled in regions.

Grade Level Expectations
The student:
Third
Content addressed in fourth and fifth grades.

Fourth
Content addressed in Florida history (SS.A.6.2.3).

Fifth
1. knows significant events in the colonization of North America, including but not limited to the Jamestown and Plymouth settlements, and the formation of the thirteen original colonies.
2. understands selected aspects of everyday life in Colonial America (for example, impact of religions, types of work, use of land, leisure activities, relations with Native Americans, slavery).

Benchmark SS.A.4.2.3: The student knows significant social and political events that led to and characterized the American Revolution.

Grade Level Expectations
The student:

Third
Content addressed in fifth grade.

Fourth
Content addressed in fifth grade.

Fifth
1. understands reasons Americans and those who led them went to war to win independence from England.
2. knows significant events between 1756 and 1776 that led to the outbreak of the American Revolution (for example, the French and Indian War, the Stamp Act, the Boston Tea Party).
3. knows selected aspects of the major military campaigns of the Revolutionary War .
4. knows reasons why the colonies were able to defeat the British.

Benchmark SS.A.4.2.4: The student knows significant historical documents and the principal ideas expressed in them (e.g., Declaration of Independence, the United States Constitution, and the Bill of Rights).

Grade Level Expectations
The student:
Third
Content addressed in fifth grade.

Fourth
Content addressed in fifth grade.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Fifth
1. knows the history of events and the historic figures responsible for historical documents important to the founding of the United States (for example, the Declaration of Independence, the United States Constitution, the Bill of Rights).
2. knows selected principal ideas expressed in significant historical documents important to the founding of the United States (including but not limited to the Declaration of Independence, the United States Constitution, the Bill of Rights, the Federalist Papers).

Benchmark SS.A.4.2.5: The student understands geographic, economic, and technological features of the growth and change that occurred in America from 1801 to 1861.

Grade Level Expectations
The student:
Third
Content addressed in fourth and fifth grades.

Fourth
Content addressed in Florida history (SS.A.6.2.1-7).

Fifth
1. understands selected geographic and economic features of the growth and change that occurred in America from 1801 to 1861 (for example, the Lewis and Clark expedition, the Louisiana Purchase).
2. understands selected technological developments and their effects that occurred in America from1801 to 1861 (for example, the cotton gin increasing the need for large numbers of slaves to pick cotton).

Benchmark SS.A.4.2.6: The student knows the causes, key events, and effects of the Civil War and Reconstruction.

Grade Level Expectations
The student:
Third
Content addressed in fourth and fifth grades.
Fourth
Content addressed in Florida history (SS.A.6.2.3).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Fifth

1. understands selected economic and philosophical differences between the North and the South prior to the Civil War, including but not limited to the institution of slavery.
2. knows roles and accomplishments of selected leaders on both sides of the Civil War (for example Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison).
3. knows causes, selected key events, and effects of the Civil War (for example, major battles, the Emancipation Proclamation, General Lee's surrender at Appomattox Courthouse).
4. understands selected aspects of Reconstruction policies and ways they influenced the South after the Civil War.

Standard 5: The student understands the United States history from 1880 to the present day.

Benchmark SS.A.5.2.1: The student knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.

Grade Level Expectations
The student:
Third
Content addressed in fourth and fifth grades.
Fourth
Content addressed in Florida history (SS.A.6.2.3).

Fifth

1. knows ways American life was transformed socially, economically, and politically after the Civil War (for example, Western settlement, federal policy toward Native Americans, massive immigration, the growth of American cities, big business, mechanized farming).

Benchmark SS.A.5.2.2: The student knows the social and political consequences of industrialization and urbanization in the United States after 1880.

Grade Level Expectations
The student:
Third

Content addressed in fourth and fifth grades.

Fourth
Content addressed in Florida history (SS.A.6.2.3).

Fifth
1. knows selected economic, social, and political consequences of industrialization and urbanization in the United States after 1880 (for example, expansion of transportation, development of large population centers, woman's suffrage, rise of organized labor, improvements in the standard of living).

Benchmark SS.A.5.2.3: The student knows the political causes and outcomes of World War I.

Grade Level Expectations
The student:
Third
Content addressed in fifth grade.

Fourth
Content addressed in fifth grade.

Fifth
1. knows the political causes and outcomes of World War I (for example, isolationism, League of Nations).

Benchmark SS.A.5.2.4: The student understands social and cultural transformations of the 1920s and 1930s.
Grade Level Expectations
The student:
Third
Content addressed in fourth and fifth grades.

Fourth
Content addressed in Florida history (SS.A.6.2.3).

Fifth
1. understands selected social and cultural transformations of the 1920's and 1930's (for example, impact of the automobile, racial tensions, role of women).

Benchmark SS.A.5.2.5: The student understands the social and economic impact of the Great Depression on American society.

Grade Level Expectations

The student:
Third
Content addressed in fifth grade.

Fourth
Content addressed in SS.A.6.2

Fifth
1. understands the social and economic impact of the Great Depression on American society (for example, business failures, unemployment, home foreclosures, breadlines).

Benchmark SS.A.5.2.6: The student understands the political circumstances leading to the involvement of the United States in World War II and the significant military events and personalities that shaped the course of the war.

Grade Level Expectations
The student:
Third
Content addressed in fifth grade.

Fourth
Content addressed in Florida history (SS.A.6.2.3).

Fifth
1. understands selected events that led to the involvement of the United States in World War II (for example, German aggression in Eastern Europe, the bombing of Pearl Harbor).
2. understands selected causes, key events, people, and effects of World War II (for example, major battles such as the D-Day invasion, the dropping of the atomic bombs on Japan, reasons for the Allied victory, the Holocaust).

Benchmark SS.A.5.2.7: The student knows the economic, political, and social transformations that have taken place in the United States since World War II.

Grade Level Expectations
The student:
Third
Content addressed in fifth grade.

Fourth
Content addressed in Florida history (SS.A.6.2.3).

Fifth
1. knows selected economic, political, and social transformations which have taken place in the United States since World War II (for example, Civil Rights movement, role of women, Hispanic immigration, impact of new technologies, exploration of space).

Benchmark SS.A.5.2.8: The student knows the political and military aspects of United States foreign relations since World War II.

Grade Level Expectations
The student:
Third
Content addressed in fifth grade.

Fourth
Content addressed in fifth grade.

Fifth
1. knows selected political and military aspects of United States foreign relations since World War II (for example, Cold War attempts to contain communism such as in Berlin, Korea, Latin America, and Vietnam; nuclear weapons and the arms race; attempts to secure peace in the Middle East).

Standard 6: The student understands the history of Florida and its people.
Benchmark SS.A.6.2.1: The student understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.

Grade Level Expectations
The student:
Third
Content addressed in fourth grade.

Fourth
1. understands reasons that immigrants came to Florida (for example, fleeing oppression, economic opportunity, health reasons).

2. knows contributions of immigrants to Florida's history, including Hispanics.

Fifth
Content addressed in fourth grade.

Benchmark SS.A.6.2.2: The student understands the influence of geography on the history of Florida.

Grade Level Expectations
The student:
Third
Content addressed in fourth grade.

Fourth
1. knows selected physical features of Florida (for example, bodies of water, climate, elevation).
2. understands ways geographic features influenced the exploration, colonization, and expansion of Florida.

Fifth
Content addressed in fourth grade.

Benchmark SS.A.6.2.3: The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.

Grade Level Expectations
The student:
Third
Content addressed in fourth grade.

Fourth
1. knows people and events related to the early exploration of Florida.
2. knows significant events in the colonial period of Florida.
3. knows key events leading to Florida becoming a state.
4. knows causes, key events, and effects of the Civil War and Reconstruction in Florida.
5. understands selected aspects of migration and immigration to Florida after the Civil War (for example, reasons, obstacles, important contributions).

6. understands some ways industrialization and urbanization have affected Florida (for example, the growth of railroads and highways, the development of large population centers, tourism).
7. understands ways Florida changed during the 1920's and 1930's and understands ways everyday life was impacted in Florida by the Great Depression (for example, economic boom and bust).
8. knows selected economic, political, and social transformations that have taken place in Florida since World War II (for example, civil rights movement, space program).
9. understands the contributions of selected significant men and women, including African Americans and Hispanics, on the development of Florida (for example, Ponce De Leon, Henry Flagler, Mary Bethune Cookman, Chief Osceola, Governor Bob Martinez).

Fifth
Content addressed in fourth grade.

Benchmark SS.A.6.2.4: The student understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida's history.

Grade Level Expectations
The student:
Third
Content addressed in fourth grade.

Fourth
1. understands the unique and diverse cultural make-up of Florida (for example, Caucasian, Hispanic, Haitian-Creole, African-American).

Fifth
Content addressed in fourth grade.

Benchmark SS.A.6.2.5: The student knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.

Grade Level Expectations
The student:
Third

Content addressed in fourth grade.

Fourth
1. knows ways various cultures contributed to the unique social, cultural, economic, and political features of Florida.

Fifth
Content addressed in fourth grade.

Benchmark SS.A.6.2.6: The student understands the cultural, social, and political features of Native American tribes in Florida's history.

Grade Level Expectations
The student:
Third
Content addressed in fourth grade.

Fourth
1. understands selected aspects of the cultural, social, and political features of Native American tribes in the history of Florida.

Fifth
Content addressed in fourth grade.

Benchmark SS.A.6.2.7: The student understands the unique historical conditions that influenced the formation of the state and how statehood was granted.

Grade Level Expectations
The student:
Third
Content addressed in fourth grade.

Fourth
1. understands some unique historical conditions that influenced the formation of the state and how statehood was granted.

Fifth
Content addressed in fourth grade.

Strand B: People, Places, and Environments [Geography]
Standard 1: The student understands the world in spatial terms.
Benchmark SS.B.1.2.1: The students uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

Grade Level Expectations
The student:
Third
1. uses maps and globes to locate and compare places and their environments (for example, oceans, river systems, continents, islands, mountains in or near areas where civilizations developed).

Fourth
1. uses maps, globes, charts, graphs and other geographic tools to gather and interpret data and draw conclusions about physical patterns (for example, in Florida).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Fifth
1. extends and refines use of maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns (for example, in the United States).

Benchmark SS.B.1.2.2: The student knows how regions are constructed according to physical criteria and human criteria.

Grade Level Expectations
The student:
Third
1. knows how regions around the world are constructed according to physical criteria and human criteria.

Fourth
1. knows how regions in Florida are constructed according to physical criteria and human criteria.

Fifth
1. knows how regions in the United States are constructed according to physical criteria and human criteria.

Benchmark SS.B.1.2.3: The student locates and describes the physical and cultural features of major world political regions.

Grade Level Expectations
The student:
Third
1. locates and describes the physical and cultural features of major world political regions.

Fourth
Content addressed in third grade.

Fifth
Content addressed in third grade.

Benchmark SS.B.1.2.4: The student knows how changing transportation and communication technology have affected relationships between locations.

Grade Level Expectations
The student:
Third
1. Content addressed in SS.A.2.2.2.

Fourth
Content addressed in third and fifth grades.

Fifth
Content addressed in SS.A.5.2.7

Benchmark SS.B.1.2.5: The student knows ways in which people view and relate to places and regions differently.

Grade Level Expectations
The student:
Third
1. knows different ways people view and relate to places and regions throughout the world.

Fourth
Content addressed at third and fifth grades.

Fifth
1. understands varying perceptions of regions throughout the United States.

Standard 2: The student understands the interactions of people and the physical environment.
Benchmark SS.B.2.2.1: The student understands why certain areas of the world are more densely populated than others.

Grade Level Expectations
The student:
Third
1. understands reasons certain areas of the world are more densely populated than others.

Fourth
Content addressed in third and fifth grades.

Fifth
1. understands reasons certain areas of the United States are more densely populated than others.

Benchmark SS.B.2.2.2: The student understands how the physical environment supports and constrains human activities.

Grade Level Expectations
The student:
Third
1. understands ways the physical environment supports and constrains human activities throughout the world.

Fourth
Content addressed in third and fifth grades.

Fifth
1. understands ways the physical environment supports and constrains human activities in the United States.

Benchmark SS.B.2.2.3: The student understands how human activity affects the physical environment.

Grade Level Expectations
The student:
Third
1. understands ways human activity has affected the physical environment in various places and times throughout the world.

Fourth
Content addressed in third and fifth grades.

Fifth
1. understands ways human activity has affected the physical environment in various places and times in the United States.

Benchmark SS.B.2.2.4: The student understands how factors such as population growth, human migration, improved methods of transportation and *communication, and economic development affect the use and conservation of natural resources.*

Grade Level Expectations
The student:
Third
Content addressed in SS.B.2.2.3.

Fourth
Content addressed in SS.B.2.2.3.

Fifth
Content addressed in SS.B.2.2.3.

Strand C: Government and the Citizen [Civics and Government]
Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.
Benchmark SS.C.1.2.1: The student identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States.

Grade Level Expectations
The student:
Third
Content addressed in fourth and fifth grades.

Fourth
1. understands the functions of government under the framework of the Florida Constitution.
2. knows the branches of Florida state government.

Fifth
1. understands the functions of government under the framework of the United States Constitution.
2. understands the branches of federal government and their main roles.

Benchmark SS.C.1.2.2: The student understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights.

Grade Level Expectations
The student:
Third
Content addressed in fourth and fifth grades.

Fourth
1. understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of Florida government.
2. understands ways all three branches of government promote the common good and protect individual rights.

Fifth
1. understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of the United States government.
2. understands ways all three branches of government promote the common good and protect individual rights.

Benchmark SS.C.1.2.3: The student knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the name of the his or her representatives in the executive branches of government at the local, state, and national levels (e.g., mayor, governor, and president).

Grade Level Expectations
The student:
Third
Content addressed in fourth and fifth grades.
Fourth
1. knows the names of his or her representatives at the local and state level (for example, mayor, governor, city council members, state legislative representatives).

Fifth
1. knows the names of his or her representatives at the national level (for example, president, members of Congress).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Benchmark SS.C.1.2.4: The student knows possible consequences of the absence of government, rules, and laws.

Grade Level Expectations
The student:
Third
1. understands the benefits of the development of government (for example, in ancient civilizations).

Fourth
Content addressed in third grade.

Fifth
1. knows possible consequences of the absence of government, rules, and laws.

Benchmark SS.C.1.2.5: The student knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.

Grade Level Expectations
The student:
Third
Content addressed in fourth and fifth grades.

Fourth
1. knows basic things Florida government does in one's school, community, state, and nation.

Fifth
1. knows basic things the United States government does in one's school, community, state, and nation.

Standard 2: The student understands the role of the citizen in American democracy.
Benchmark SS.C.2.2.1: The student understands the importance of participation through community service, civic improvement, and political activities.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Grade Level Expectations
The student:
Third
1. understands ways citizens participated in the democracies of ancient civilizations.

Fourth
1. understands the importance of participation through community service, civic improvement, and political activities at the local and state level.

Fifth
1. understands the importance of participation through community service, civic improvement, and political activities.

Benchmark SS.C.2.2.2: The student understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.

Grade Level Expectations
The student:
Third
1. understands ways personal responsibility (for example, taking advantage of the opportunity to be educated) and civic responsibility (for example, obeying the law and respecting the rights of others) are important.

Fourth
1. extends and refines understanding of ways personal and civic responsibility are important.

Fifth
1. extends and refines understanding of ways personal and civic responsibility are important.

Benchmark SS.C.2.2.3: The student knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office *and responsibilities such as respecting the law, voting, paying taxes, and serving on juries).*

Grade Level Expectations
The student:
Third
Content addressed in fifth grade.

Fourth
Content addressed in fifth grade.

Fifth
1. knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (for example, privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, serving on juries).

Benchmark SS.C.2.2.4: The student knows examples of the extension of the privileges and responsibilities of citizenship.

Grade Level Expectations
The student:
Third
Content addressed in fifth grade.

Fourth
Content addressed in fifth grade.

Fifth
1. knows examples of the extension of the privileges and responsibilities of citizenship.

Benchmark SS.C.2.2.5: The student knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.

Grade Level Expectations
The student:
Third

Content addressed in fifth grade.

Fourth
Content addressed in fifth grade.

Fifth
1. knows what constitutes personal, political, and economic rights and why they are important (for example, right to vote, assemble, lobby, own property and business).
2. knows examples of contemporary issues regarding rights (for example, freedom from discrimination in housing, employment).

Strand D: Production, Distribution, and Consumption [Economics]
Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources.
Benchmark SS.D.1.2.1: The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.

Grade Level Expectations
The student:
Third
1. knows examples from world history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.

Fourth
1. knows examples from Florida history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.

Fifth
1. knows examples from United States history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.

Benchmark SS.D.1.2.2: The student understands that scarcity of resources requires choices on many levels, from the individual to societal.

Grade Level Expectations
The student:
Third
1. knows situations in world history when scarcity impacted decisions.

Fourth
1. knows examples of scarcity in Florida.

Fifth
1. understands that scarcity of resources requires choices on many levels, from the individual to societal.

Benchmark SS.D.1.2.3: The student understands the basic concept of credit.

Grade Level Expectations
The student:
Third
Content addressed in fifth grade.

Fourth
Content addressed in fifth grade.

Fifth
1. understands the basic concept of credit.

Benchmark SS.D.1.2.4: The student understands that any consumer (e.g., an individual, a household, or a government) has certain rights.

Grade Level Expectations
The student:
Third
Content addressed in fifth grade.

Fourth
Content addressed in fifth grade.

Fifth

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

1. understands that any consumer has certain rights (for example, an individual, a household, a government).

Benchmark SS.D.1.2.5: The student understands the concept of earning income and the basic concept of a budget.

Grade Level Expectations
The student:
Third
Content addressed in fourth and fifth grades.
Fourth
1. knows the concept of earning income.
2. knows the basic concept of a budget.

Fifth
1. creates a simple budget including income and expenses.
2. knows different ways that money can increase in value through savings and investment (for example, banks savings accounts, stocks, bonds, real estate, other valuable goods).

Standard 2: The student understands the characteristics of different economic systems and institutions.
Benchmark SS.D.2.2.1: The student understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.

Grade Level Expectations
The student:
Third
1. understands the rise of economic specialization (for example, in ancient civilizations and in Medieval cities).

Fourth
Content addressed in third and fifth grades.

Fifth
1. understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Benchmark SS.D.2.2.2: The student understands the roles that money plays in a market economy.

Grade Level Expectations
The student:
Third
1. understands the role that money played in the development of ancient civilizations.

Fourth
Content addressed in third and fifth grades.

Fifth
1. understands the roles that money plays in a market economy.

Benchmark SS.D.2.2.3: The student understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.

Grade Level Expectations
The student:
Third
Content addressed in fifth grade.

Fourth
Content addressed in fifth grade.

Fifth
1. understands basic services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.

Benchmark SS.D.2.2.4: The student knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.

Grade Level Expectations
The student:

Third
1. knows ways governments have provided goods and services in selected periods in world history (for example, palaces, temples, tombs, and other public buildings in the ancient world).

Fourth
1. knows ways the state government provides goods and services through taxation (for example, education).

Fifth
1. knows ways the Federal government provides goods and services through taxation and borrowing (for example, highways, military defense).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Sunshine State Standards
Social Studies
Grades 6-8

Strand A: Time, Continuity, and Change [History]
Standard 1: The student understands historical chronology and the historical perspective.
Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

Grade Level Expectations
The student:
Sixth
1. understands that historical events are subject to different interpretations.
2. understands chronology (for example, knows how to construct and label a timeline of events).

Seventh
1. extends and refines understanding that historical events are subject to different interpretations (for example, patterns, chronology, sequencing including cause and effect and the identification of historical periods).

Eighth
1. understands ways patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

Benchmark SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.

Grade Level Expectations
The student:
Sixth
1. distinguishes between fact and opinion.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

2. distinguishes between primary and secondary sources of information.
3. interprets data from charts, tables, and graphs.

Seventh

1. draws appropriate conclusions based on data from charts, tables, and graphs.
2. knows relative value of primary and secondary sources.

Eighth

1. extends and refines ability to analyze and draw conclusions from the events on timelines, charts, tables, and graphs.
2. evaluates sources of information for a purpose (for example, relevance, reliability, accuracy, objectivity).
3. knows ways to develop and support a point of view based on a historical event.

Benchmark SS.A.1.3.3: The student knows how to impose temporal structure on historical narratives.

Grade Level Expectations
The student:
Sixth
Content addressed in SS.A.1.3.1.

Seventh
Content addressed in SS.A.1.3.1.

Eighth
Content addressed in SS.A.1.3.1.

Standard 2: The student understands the world from its beginning to the time of the Renaissance.
Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence other (e.g., through trade, exploration, and immigration).

Grade Level Expectations
The student:
Sixth

1. understands ways language, ideas, and institutions of one culture can influence other cultures (for example, trade, religions in the Eastern Hemisphere).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Seventh
1. extends and refines understanding of ways language, ideas, and institutions of one culture can influence other cultures (for example, exploration, immigration, trade in the Western Hemisphere).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations.

Grade Level Expectations
The student:
Sixth
1. knows ways major historical developments have influenced selected groups over time (for example, the rise and spread of the Muslim religion).

Seventh
1. extends and refines knowledge of ways major historical developments have influenced selected groups over time (for example, the components essential for the development of civilization, such as division of labor, technology, government, writing, calendar in the Western hemisphere).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.A.2.3.3: The student understands important technological developments and how they influenced human society.

Grade Level Expectations
The student:
Sixth
1. understands ways technological factors have influenced selected groups over time (for example, agriculture in the Eastern hemisphere).

Seventh
1. extends and refines understanding of ways technological factors have influenced selected groups over time (for example, transportation in the Western hemisphere.)

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations.

Grade Level Expectations
The student:
Sixth
1. understands ways geographical factors have influenced selected groups (for example, the development of the Tibetan civilization in the Himalayan Mountains).

Seventh
2. extends and refines understanding of ways geographical factors have influenced selected groups (for example, Native Americans in the Great Plains).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).

Grade Level Expectations
The student:
Sixth
1. knows significant aspects of the lives and accomplishments of selected men and women in the historical period of ancient civilizations (for example, Confucius, Buddha).

Seventh
1. knows significant aspects of the lives and accomplishments of selected men and women in the historical period of ancient civilizations (for example, Alexander the Great, Hammurabi's development of legal codes, Moses).

Eighth
Content addressed in sixth and seventh grade.

Benchmark SS.A.2.3.6: The student knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).

Grade Level Expectations
The student:
Sixth
1. knows major events that shaped the development of various cultures (for example, development and spread of major religions).

Seventh
1. refines and extends knowledge of major events that shaped the development of various cultures (for example, development of legal codes).

Eighth
Content addressed in sixth grade.

Benchmark SS.A.2.3.7: The student knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance).

Grade Level Expectations
The student:
Sixth
1. knows examples of significant achievements in art and architecture (for example, Chinese and Japanese ink drawing, temple complexes in Southeast Asia).

Seventh
1. knows examples of significant achievements in art and architecture (for example, the Hanging Gardens of Babylon, pyramids in Egypt, bridges and aqueducts in ancient Rome, Gothic cathedrals in Medieval Europe).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.A.2.3.8: The student knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations.

Grade Level Expectations
The student:
Sixth
1. knows roles of political, economic, and social institutions in the development of selected civilizations (for example, caste system in India).

Seventh
1. extends and refines knowledge of roles of political, economic, and social institutions in the development of selected civilizations (for example, the Catholic Church in Europe).
Eighth
Content addressed in sixth and seventh grades.

Standard 3: The student understands Western and Eastern civilization since the Renaissance.
Benchmark SS.A.3.3.1: The student understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).

Grade Level Expectations
The student:
Sixth
1. understands ways in which cultural characteristics have been transmitted from one society to another (for example, through art, architecture, language, other artifacts).

Seventh
1. extends and refines understanding of ways in which cultural characteristics have been transmitted from one society to another (for example, through traditions, beliefs, values, behaviors).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.A.3.3.2: The student understands the historical events that have shaped the development of cultures throughout the world.

Grade Level Expectations
The student:
Sixth
1. understands selected historical events that have shaped the development of selected cultures (for example, the spread of Communism in Asia).

Seventh
1. understands selected historical events that have shaped the development of selected cultures throughout the world (for example, the spread of humanism during the Renaissance).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.A.3.3.3: The student knows how physical and human geographic factors have influenced major historical events and movements.

Grade Level Expectations
The student:
Sixth
1. knows ways geographical factors have influenced selected cultures (for example, the Great Wall of China, major rivers systems in the Eastern hemisphere).

Seventh
1. extends and refines understanding of ways geographical factors have influenced major historical events and movements in selected cultures (for example, mountain ranges in Europe and the Americas).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.A.3.3.4: The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.

Grade Level Expectations.
The student:
Sixth
1. knows aspects of the lives and accomplishments of significant men and women in selected regions since the Renaissance (for example, Ghandi, Mao Ze-dong, Mother Teresa).

Seventh

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

1. extends and refines knowledge of aspects of the lives and accomplishments of significant men and women in selected regions since the Renaissance (for example, Christopher Columbus, Simon Bolivar) .

Eighth
1. Content addressed in sixth and seventh grades.

Benchmark SS.A.3.3.5: The student understands the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions).

Grade Level Expectations
The student:
Sixth
1. understands selected aspects of political, economic, and social institutions in selected cultures in Eastern civilizations (for example, governments, social traditions and customs, economic systems, religious institutions).

Seventh
1. understands selected aspects of political, economic, and social institutions in selected cultures in Western civilizations (for example, governments, social traditions and customs, economic systems, religious institutions).
2. understands the differences between political, economic, and social institutions of Eastern and Western civilizations.

Eighth
1. compares and contrasts ways Eastern and Western political, economic, and social institutions impact life in the United States.

Standard 4: The student understands United States history to 1880.
Benchmark SS.A.4.3.1: The student knows the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).

Grade Level Expectations
The student:

Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands factors involved in the development of cities and industries in the United States.

Benchmark SS.A.4.3.2: The student knows the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. knows the role of physical and cultural geography in shaping events in the United States (for example, environmental and climatic influences on settlement of the colonies, the American Revolution, the Civil War).

Benchmark SS.A.4.3.3: The student understands the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands the impact of significant people, events and ideas on the development of the United States (for example, Thomas Jefferson, Manifest Destiny).

Benchmark SS.A.4.3.4: The student understands ways state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands ways state and federal policy influenced various Native American nations throughout United States history (for example, Cherokee and Choctaw removals, loss of Native American homelands, Black Hawk War, removal policies in the Old Northwest).

Standard 5: The student understands United States history from 1880 to the present day.
Benchmark SS.A.5.3.1: The student understands the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., Western settlement, immigration patterns, and urbanization).

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Content addressed in eighth grade.

Eighth
1. understands the role of physical and cultural geography in shaping events in the United States since 1880 (for example, western settlement, immigration patterns, urbanization).

Benchmark SS.A.5.3.2: The student understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands the impact of significant people, events, and ideas on the development of the United States after 1880 (for example, Andrew Carnegie, Martin Luther King, the Great Depression, isolationism).

Benchmark SS.A.5.3.3: The student knows the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions).

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth

1. knows the causes and consequences of urbanization that occurred in the United States after 1880 (for example, industrialization; consequences such as poor living conditions in cities, health and safety aspects of working conditions).

Standard 6: The student understands the history of Florida and its people.
Benchmark SS.A.6.3.1: The student understands how immigration and settlement patterns have shaped the history of Florida.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands ways immigration and settlement patterns have shaped the history of Florida (for example, early Spanish settlements, influx of retirees, Cuban refugees into South Florida).

Benchmark SS.A.6.3.2: The student knows the unique geographic and demographic characteristics that define Florida as a region.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.
Seventh
Content addressed in eighth grade.

Eighth
1. knows characteristics of Florida's growing and diverse population centers (for example, Jacksonville, Miami, Orlando, Tampa).
2. knows unique geographic and demographic characteristics that define Florida as a region (for example, the Everglades, Latin American influence in South Florida).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Benchmark SS.A.6.3.3: The student knows how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. knows ways the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state (for example, degradation of the Everglades).

Benchmark SS.A.6.3.4: The student understands how the interactions of societies and cultures have influenced Florida's history.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands ways the interactions of societies and cultures have influenced Florida's history (for example, early Spanish missions converting Native Americans to Christianity).

Benchmark SS.A.6.3.5: The student understands how Florida has allocated and used resources and the consequences of those economic decisions.

Grade Level Expectations
The student:
Sixth

Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands ways Florida has allocated and used resources and the consequences of those economic decisions (for example, the development of transportation systems such as state and county highways. Preference for tourism over heavy industry leading to a service economy).

Strand B: People, Places, and Environments [Geography]
Standard 1: The student understands the world in spatial terms.
Benchmark SS.B.1.3.1: The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

Grade Level Expectations
The student:
Sixth
1. knows various map forms and other geographic representations. (for example, maps, globes, aerial photographs, satellite-produced images).
2. uses various map forms to acquire information (for example, location, distance, direction, scale, symbol).
3. uses various map forms to process and report geographic information (for example, patterns of land use, connections between places, patterns and processes of migration and diffusion).

Seventh
1. extends and refines knowledge of various map forms and other geographic representations (for map projections, Geographic Information Systems technologies).
2. extends and refines use of various map forms and other geographic representations to acquire, process, and report geographic information (for example, patterns of population, economics, rainfall, vegetation, landforms).

Eighth

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

1. extends and refines use of various map forms and other geographic representations, tools, and technologies to acquire, process, and report geographic information about the United States (for example, tracing the Oregon Trail).

Benchmark SS.B.1.3.2: The student uses mental maps to organize information about people, places, and environments.

Grade Level Expectations
The student:
Sixth
1. develops and uses mental maps of selected regions (for example, from memory the student identifies the continent on which a country is located).

Seventh
1. extends and refines ability to use mental maps of selected regions (for example, mountains chains, bodies of water).

Eighth
1. extends and refines ability to use mental maps of the United States and Florida (for example, from memory identifies the three largest population centers and their general location).

Benchmark SS.B.1.3.3: The student knows the social, political, and economic divisions on Earth's surface.

Grade Level Expectations
The student:
Sixth
1. understands that people create social, political, and economic geographic divisions of the Earth's surface (for example, national borders).
2. knows selected social, political, and economic divisions in selected regions (for example, national borders in the Eastern hemisphere).

Seventh
1. understands the social, political, and economic divisions in selected regions, (for example, national borders in the Western hemisphere).

Eighth

1. knows ways the social, political, and economic divisions of the United States have changed over time (for example, the growth in the number of states).

Benchmark SS.B.1.3.4: The student understands ways factors such as culture and technology influence the perception of places and regions.

Grade Level Expectations
The student:
Sixth
1. understands ways judgements about cultural characteristics and degree of technological development influence perception of places and regions (for example, the designation of "third world country").

Seventh
1. extends and refines understanding of ways judgements about cultural characteristics and degree of technological development influence perception of places and regions.

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.B.1.3.5: The student knows ways in which the spatial organization of a society changes over time.

Grade Level Expectations
The student:
Sixth
1. knows ways in which the spatial organization of a society changes over time (for example, urban sprawl as a result of industrialization).

Seventh
1. extends and refines knowledge of ways in which the spatial organization of a society changes over time (for example, suburbanization in developed countries).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.B.1.3.6: The student understands ways in which regional systems are interconnected.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Grade Level Expectations
The student:
Sixth
1. knows physical and human criteria used to define regions (for example, hemispheres, mountains, deserts, countries, city boundaries, school districts).

Seventh
1. knows ways selected regions are interconnected and interdependent (for example, less-developed regions supplying raw materials and developed regions supplying manufactured goods).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.B.1.3.7: The student understands the spatial aspects of communication and transportation systems.

Grade Level Expectations
The student:
Sixth
1. understands spatial aspects of communication and transportation systems in selected regions (for example, time required to travel and communicate over distances reduced by technological developments).

Seventh
1. extends and refines understanding of spatial aspects of the communication and transportation systems in selected regions (time required to travel and communicate over distances reduced by technological developments).

Eighth
Content addressed in sixth and seventh grades.

Standard 2: The student understands the interactions of people and the physical environment.
Benchmark SS.B.2.3.1: The student understands the patterns and processes of migration and diffusion throughout the world.

Grade Level Expectations

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

The student:
Sixth
1. knows examples of migration patterns and processes in selected regions.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Seventh
1. understands patterns and processes of migration and diffusion in selected regions.

Eighth
1. knows examples of migration and cultural diffusion in United States history.

Benchmark SS.B.2.3.2: The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.

Grade Level Expectations
The student:
Sixth
1. knows ways physical and human characteristics of selected regions have changed over time (for example, aftereffects of volcanic activity, development of cities).

Seventh
1. extends and refines knowledge of ways physical and human characteristics of selected regions have changed over time (for example, tree clearing in rain forests).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.B.2.3.3: The student understands ways cultures differ in their use of similar environments and resources.

Grade Level Expectations
The student:
Sixth
1. understands ways various cultures use similar resources and environments (for example, differing methods of irrigation).

Seventh
1. extends and refines understanding of ways various cultures use similar resources and environments (for example, terracing of mountain sides in the Andes and using mountainous areas for pasture in other areas).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.B.2.3.4: The student understands ways the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

Grade Level Expectations
The student:
Sixth
Content addressed in SS.A.4.3.1.

Seventh
Content addressed in SS.A.4.3.1.

Eighth
Content addressed in SS.A.4.3.1.

Benchmark SS.B.2.3.5: The student understands the geographical factors that affect the cohesiveness and integration of countries.

Grade Level Expectations
The student:
Sixth
1. understands the various geographic factors that may divide or unite a country (for example, mountains, rivers, valleys).

Seventh
1. extends and refines understanding of the various geographic factors that may divide or unite a country.

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.B.2.3.6: The student understands the environmental consequences of people changing the physical environment in various world locations.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Grade Level Expectations
The student:
Sixth
1. understands environmental consequences of people changing the physical environment in selected regions (effects of deforestation such as reduction in biodiversity).

Seventh
1. extends and refines understanding of environmental consequences of people changing the physical environment in selected regions (for example, effects of ozone depletion, climate change).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.B.2.3.7: The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.

Grade Level Expectations
The student:
Sixth
1. knows examples of human systems that have been developed in response to opportunities afforded by the environment (for example, settlements in valleys, transportation on waterways).

Seventh
1. extends and refines knowledge of examples of ways the environment affects human systems in selected regions (for example, natural barriers that become boundaries).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.B.2.3.8: The student knows world patterns of resource distribution and utilization.

Grade Level Expectations
The student:

Sixth
1. knows patterns of resource distribution and use in selected regions (for example, distribution of arable land).

Seventh
1. knows patterns of resource distribution and use in selected regions (for example, mineral rights).

Eighth
Content addressed in sixth and seventh grades.
Benchmark SS.B.2.3.9: The student understands ways the interaction between physical and human systems affects current conditions on Earth.

Grade Level Expectations
The student:
Sixth

Content addressed in SS.B.2.3.6 and SS.B.2.3.7.
Seventh
Content addressed in SS.B.2.3.6 and SS.B.2.3.7.

Eighth
Content addressed in sixth and seventh grades.

Strand C: Government and the Citizen [Civics and Government]
Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.
Benchmark SS.C.1.3.1: The student knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Eighth
1. knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.

Benchmark SS.C.1.3.2: The student understands major ideas about why government is necessary and the purposes government should serve.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands major ideas about why government is necessary and the purposes government should serve.

Benchmark SS.C.1.3.3: The students understands ways the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands ways the legislative, executive, and judicial branches share power and responsibilities (for example, each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).

Benchmark SS.C.1.3.4: The student knows the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Eighth
1. knows the major parts of the federal system including the national government, state governments, and other governmental units (for example, District of Columbia, American tribal governments, the Virgin Islands).

Benchmark SS.C.1.3.5: The student knows the major responsibilities of his or her state and local governments and understands the organization of his or her state and local governments.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. knows the major responsibilities and understands the organization of Florida's state and local governments.

Benchmark SS.C.1.3.6: The student understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good (for example, government in the sunshine law, limits on campaign contributions).

Standard 2: The student understands the role of the citizen in American democracy.
Benchmark SS.C.2.3.1: The student understands the history of the rights, liberties, and obligations of citizenship in the United States.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands the history of the rights, liberties, and obligations of citizenship in the United States (for example, rights and liberties outlined in the Bill of Rights, serving on jury duty).

Benchmark SS.C.2.3.2: The student understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

inherited, involuntary groupings; and confers certain rights and privileges (for example, the right to vote, to hold public office, to serve on juries).

Benchmark SS.C.2.3.3: The student understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a clear and present danger exists and whether national security is at risk).

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (for example, whether a clear and present danger exists and whether national security is at risk).

Benchmark SS.C.2.3.4: The student understands what constitutes personal, political, and economic rights and the major documentary sources of these rights.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
Content addressed in SS.C.1.3.1.

Benchmark SS.C.2.3.5: The student understands ways he or she can contact his or her representatives and why it is important to do so and knows which level of government he or she should contact to express his or her opinions or to get help on a specific problem.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Seventh
Content addressed in eighth grade.

Eighth
1. understands ways to contact government representatives and why it is important to do so (for example, knows which level of government to contact to express opinions or to get help on a specific problem).

Benchmark SS.C.2.3.6: The student understands the importance of participation in community service, civic improvement, and political activities.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands the importance of participation in community service, civic improvement, and political activities (for example, becoming informed about qualifications of candidates).

Benchmark SS.C.2.3.7: The student understands current issues involving rights that affect local, national, or international political, social, and economic systems.

Grade Level Expectations
The student:
Sixth
1. understands ways current issues affect political, social, and economic systems in selected regions.

Seventh
1. extends and refines knowledge of ways current issues affect political, social, and economic systems in selected regions.

Eighth

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

1. understands ways current issues affect political, social, and economic systems in the United States.

Strand D: Production, Distribution, and Consumption [Economics]
Standard 1: The student understands ways scarcity requires individuals and institutions to make choices about how to use resources.
Benchmark SS.D.1.3.1: The student knows the options and resources that are available for consumer protection.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. knows options and resources available for consumer protection (for example, consumer protection agencies, newspaper consumer hotlines).

Benchmark SS.D.1.3.2: The student understands the advantages and disadvantages of various kinds of credit (e.g., credit cards, bank loans, or financing with no payment for 6 months).

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands advantages and disadvantages of various kinds of credit (for example, credit cards, bank loans, financing with no payment for 6 months).

Benchmark SS.D.1.3.3: The student understands the variety of factors necessary to consider when making wise consumer decisions.

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth
1. understands a variety of factors to consider when making wise consumer decisions (for example, cost, performance, reliability).

Standard 2: The student understands the characteristics of different economic systems and institutions.
Benchmark SS.D.2.3.1: The student understands ways production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.

Grade Level Expectations
The student:
Sixth
1. understands elements of basic economic systems commonly found in selected regions (for example, tradition-based and command economies in the Eastern hemisphere).

Seventh
1. extends and refines understanding of basic economic systems commonly found in selected regions (for example, market and mixed economies in the Western hemisphere).

Eighth
Content addressed in sixth and seventh grades.

Benchmark SS.D.2.3.2: The student understands that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?

Grade Level Expectations
The student:
Sixth
Content addressed in seventh and eighth grades.

Seventh

1. applies three basic economic questions to various economic systems in selected regions (What goods and services will be produced? How will they be produced? Who will buy them?).

Eighth

1. analyzes the impact of economic decisions in the United States (What goods and services will be produced? How will they be produced? Who will buy them?).

Benchmark SS.D.2.3.3: The student knows the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).

Grade Level Expectations
The student:
Sixth
Content addressed in eighth grade.

Seventh
Content addressed in eighth grade.

Eighth

1. knows the various kinds of specialized institutions that exist in market economies (for example, corporations, labor unions, banks, stock markets).

Sunshine State Standards
Grades 9-12

Strand A: Time, Continuity, and Change [History]

Standard 1:

The student understands historical chronology and the historical perspective. (SS.A.1.4)

Benchmarks

1. understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
2. identifies and understands themes in history that cross scientific, economic, and cultural boundaries.
3. evaluates conflicting sources and materials in the interpretation of a historical event or episode.
4. uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.

Standard 2:

The student understands the world from its beginnings to the time of the Renaissance. (SS.A.2.4)

Benchmarks

1. understands the early physical and cultural development of humans.
2. understands the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.
3. understands the emergence of civilization in China, southwest Asia, and the Mediterranean basin.
4. understands significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.
5. understands the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.
6. understands features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region.
7. understands the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

8. understands cultural, religious, political, and technological developments of civilizations in Asia and Africa.
9. understands significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.
10. understands significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.
11. understands political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.

Standard 3:
The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.4)
Benchmarks
1. understands the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
2. understands significant religious and societal issues from the Renaissance through the Reformation.
3. understands the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European expansion.
4. knows the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19th century.
5. understands the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
6. understands transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.
7. understands significant political developments in Europe in the 19th century.
8. understands the effects of the Industrial Revolution.
9. analyzes major historical events of the first half of the 20th century.
10. understands the political, military, and economic events since the 1950s that have had a significant impact on international relations.

Standard 4:
The student understands U.S. history to 1880. (SS.A.4.4)
Benchmarks
1. understands the economic, social, and political interactions between Native American tribes and European settlers during the Age of Discovery.
2. understands how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.

3. understands the significant military and political events that took place during the American Revolution.
4. understands the political events that defined the Constitutional period.
5. understands the significant political events that took place during the early national period.
6. understands the military and economic events of the Civil War and Reconstruction.

Standard 5:
The student understands U.S. history from 1880 to the present day. (SS.A.5.4)
Benchmarks
1. knows the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
2. understands the social and cultural impact of immigrant groups and individuals on American society after 1880.
3. understands significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
4. understands social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
5. knows the origins and effects of the involvement of the United States in World War II.
6. understands the political events that shaped the development of United States foreign policy since World War II and knows the characteristics of that policy.
7. understands the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
8. knows significant political events and issues that have shaped domestic policy decisions in contemporary America.

Strand B: People, Places, and Environments [Geography]

Standard 1:

The student understands the world in spatial terms. (SS.B.1.4)
Benchmarks
1. uses a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.

2. understands the advantages and disadvantages of using maps from different sources and different points of view.
3. uses mental maps of physical and human features of the world to answer complex geographic questions.
4. understands how cultural and technological characteristics can link or divide regions.
5. understands how various factors affect people's mental maps.

Standard 2:
The student understands the interactions of people and the physical environment. (SS.B.2.4)
Benchmarks
1. understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
2. understands past and present trends in human migration and cultural interaction and their impact on physical and human systems.
3. understands how the allocation of control of the Earth's surface affects interactions between people in different regions.
4. understands the global impact of human changes in the physical environment.
5. knows how humans overcome "limits to growth" imposed by physical systems.
6. understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
7. understands the concept of sustainable development.

Strand C: Government and the Citizen [Civics and Government]

Standard 1:
The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.4)
Benchmarks
1. understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g. constitutional democracies) and unlimited governments (e.g. totalitarian regimes).
2. understands the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
3. understands how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local

levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).
4. understands the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.

Standard 2:
The student understands the role of the citizen in American democracy. (SS.C.2.4)
Benchmarks
1. develops and defines his or her own political beliefs and tendencies.
2. assesses the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.
3. understands issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution, the importance of civil liberties, the role of conflict resolution and compromise, and issues involving ethical behavior in politics.
4. understands the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.
5. understands how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.
6. understands the argument that personal, political, and economic rights reinforce each other.
7. knows the points at which citizens can monitor or influence the process of public policy formation.

Strand D: Economics

Standard 1:
The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.4)
Benchmarks
1. understands how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
2. understands credit history and the positive and negative impacts that credit can have on an individual's financial life.

Standard 2:

The student understands the characteristics of different economic systems and institutions. (SS.D.2.4)

Benchmarks

1. understands how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.
2. understands how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls affect distribution and allocation in the economy.
3. understands how government taxes, policies, and programs affect individuals, groups, businesses, and regions.
4. understands how United States fiscal policies and monetary policies reinforce or offset each other and how they effect levels of economic activity, the money supply of the country, and the well being of individuals, businesses, regions and the nation.
5. understands basic terms and indicators associated with levels of economic performance and the state of the economy.
6. understands factors that have led to increased international interdependence and basic concepts associated with trade between nations.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

COURSE DESCRIPTIONS

GRADES 6-8

M/J Social Studies

A. Major Concepts/Content. The purpose of this course is to enable students to develop a basic understanding of the concepts and methodologies used in the Social Studies disciplines, and their applications in contemporary and historical contexts. The Social Studies disciplines include history, geography, political science, economics, sociology, psychology, and anthropology.
The content must include, but not be limited to, the following:

- basic concepts and methodology of the Social Studies disciplines
- interdisciplinary concepts of change, conflict, interdependence, choice, and impact of the environment
- development of reasoning and information-processing skills
- applications of the Social Studies to contemporary issues and concerns
- applications of the Social Studies to the study of Florida

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards.

After successfully completing this course, the student will:
1. Demonstrate understanding of the focus and methodology of the Social Studies disciplines.

SS.A.1.3.1 understand how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.A.1.3.2 know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, graphs.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

2. Identify the relationships among the Social Studies in order to understand the scope of each discipline.

SS.A.2.3.4	understand the impact of geographical factors on the historical development of civilizations.
SS.A.3.3.3	know how physical and human geographic factors have influenced major historical events and movements.

3. Apply methods of Social Studies to contemporary problems in Florida.

SS.B.1.3.1	use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
SS.B.1.3.2	use mental maps to organize information about people, places, and environments.

4. Use Social Studies methods and concepts to develop an understanding of the multicultural history of Florida, including the contributions of different ethnic groups.

SS.A.6.3.1	understand how immigration and settlement patterns have shaped the history of Florida.
SS.A.6.3.3	know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
SS.A.6.3.4	understand how the interactions of societies and cultures have influenced Florida's history.

5. Use Social Studies methods and concepts to develop an understanding of the rights and responsibilities of citizenship.

SS.C.1.3.5	know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.
SS.C.2.3.1	understand the history of the rights, liberties, and obligations of citizenship in the United States.
SS.C.2.3.2	understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.C.2.3.3	understand the argument that all rights have limits and know the criteria commonly used in determining when and why limits must be placed on rights (e.g., whether a "clear and present danger" exists or whether national security is at risk).
SS.C.2.3.4	understand what constitutes personal, political, and economic rights and the major documentary sources of these rights.
SS.C.2.3.5	understand how he or she can contact his or her representatives and why it is important to do so and know which level of government to contact to express his or her opinions or to get help on a specific problem.
SS.C.2.3.6	understand the importance of participation in community service, civic improvement, and political activities.
SS.C.2.3.7	understand current issues involving rights that affect local, national, or international political, social, and economic systems.
SS.D.1.3.1	know the options and resources that are available for consumer protection.

6. Apply research, study, critical-thinking, and decision-making skills, and demonstrate the use of new and emerging technology in problem solving. (Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

M/J CIVICS

A. Major Concepts/Content. The purpose of this course is to enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to their local, state, and federal government. The content must include, but not be limited to, the following:

- United States constitutional government
- development, structures, and functions of local, state, and national within governments constitutional and economic frameworks
- contemporary social issues
- role of the individual in a democratic system
- foundations of the American political, social, and economic systems and institutions
- history and contemporary problems of Florida
- rights, responsibilities, and obligations of citizens

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course as appropriate.

After successfully completing this course, the student will:
1. Demonstrate understanding of the legal, political, economic, and social systems and traditions of the United States.

SS.A.4.3.3	understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.
SS.C.1.3.6	understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.
SS.D.2.3.1	understand how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
SS.D.2.3.3	know the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).

2. Demonstrate understanding of how major ideas and events have influenced the development of local, state, and federal governments.

SS.A.5.3.2	understand ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
SS.A.5.3.3	know the causes and consequences of urbanization that occurred in the United States after 1880 (causes such as industrialization; consequences such as poor living conditions in cities and employment conditions).
SS.C.1.3.1	know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.
SS.C.1.3.2	understand major ideas about why government is necessary and the purposes government must serve.

3. Identify the structures and functions of local, state, and federal governments under the frameworks of the Constitution of Florida and the Constitution of the United States.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.C.1.3.1	know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.
SS.C.1.3.3	understand how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).
SS.C.1.3.4	know the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
SS.C.1.3.5	know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.

4. Demonstrate understanding of the duties, rights, and responsibilities of a citizen within our society.

SS.C.2.3.1	understand the history of the rights, liberties, and obligations of citizenship in the United States.
SS.C.2.3.2	understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).
SS.C.2.3.3	understand the argument that all rights have limits and know the criteria commonly used in determining when and why limits must be placed on rights (e.g., whether a "clear and present danger" exists or whether national security is at risk).
SS.C.2.3.4	understand what constitutes personal, political, and economic rights and the major documentary sources of these rights.
SS.D.1.3.3	understand the variety of factors necessary to consider when making wise consumer decisions.

5. Demonstrate understanding of the importance of participation in community service and political activities.

SS.C.2.3.5	understand how he or she can contact his or her representatives and why it is important to do so and know which level of government to contact to express his or her opinions or to get help on a specific problem.
SS.C.2.3.6	understand the importance of participation in community service, civic improvement, and political activities.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

6. Demonstrate understanding of contemporary social issues that affect our political, economic, and social systems.

SS.B.1.3.4	understand how factors such as culture and technology influence the perception of places and regions.
SS.B.2.3.6	understand the environmental consequences of people changing the physical environment in various world locations.
SS.B.2.3.9	understand how the interaction between physical and cultural systems affects current conditions on Earth.
SS.C.2.3.7	understand current issues involving rights that affect local, national, or international political, social, and economic systems.
SS.D.1.3.1	know the options and resources that are available for consumer protection.
SS.D.1.3.2	understand the advantages and disadvantages of various kinds of credit (e.g., credit cards, bank loans, or financing with no payment for 6 months).

7. Evaluate the roles and contributions of women and diverse cultural groups in the political process.

SS.A.5.3.2	understand ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.

8. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in Florida.

SS.A.6.3.1	understand how immigration and settlement patterns have shaped the history of Florida.
SS.A.6.3.2	know the unique geographic and demographic characteristics that define Florida as a region.
SS.A.6.3.3	know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
SS.A.6.3.4	understand how the interactions of societies and cultures have influenced Florida's history.
SS.A.6.3.5	understand how Florida has allocated and used resources and the consequences of those economic decisions.

9. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

(Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

M/J Geography: Asia, Oceania, and Africa

Major Concepts/Content. The purpose of this course is to enable students to acquire and organize information about places, people, and culture in Asia, Oceania, and Africa to develop a sense of where they are in time, space, and culture and reinforce their own personal and social identity.

The content must include, but not be limited to, the following:

- historical perspectives
- culture and ethnicity
- society: roles, customs, and conflict
- impact of law and politics
- landforms and vegetation
- demographics
- religion
- transition and change

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. This course, offered at 6th grade, is the first course of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography: Europe and the Americas (2103040), offered at 7th grade, and M/J Florida: Challenges and Choices (2103050), offered at 8th grade, complete the sequence.

After successfully completing this course the student will:

1. Employ the geographic perspective to identify, analyze, and predict solutions to geographic issues or concerns.

SS.B.2.3.5	understand the geographical factors that affect the cohesiveness and integration of countries.

2. Apply systematic approaches to the observation and analysis of humans and their environment.

SS.B.2.3.3	understand how cultures differ in their use of similar environments and resources.
SS.B.2.3.6	understand the environmental consequences of people changing the physical environment in various world locations.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.B.2.3.7	know how various human systems throughout the world have developed in response to conditions in the physical environment.
SS.B.2.3.9	understand how the interaction between physical and cultural systems affects current conditions on Earth.

3. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.

SS.B.1.3.1	use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
SS.B.1.3.2	use mental maps to organize information about people, places, and environments.

4. Demonstrate understanding of the concepts of location, place, movement, and region.

SS.A.2.3.7	know significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance).
SS.B.1.3.3	know the social, political, and economic divisions on Earth's surface.
SS.B.1.3.4	understand how factors such as culture and technology influence the perception of places and regions.
SS.B.1.3.5	know ways in which the spatial organization of a society changes over time.
SS.B.1.3.6	understand ways in which regional systems are interconnected.
SS.B.1.3.7	understand the spatial aspects of communication and transportation systems.
SS.B.2.3.1	understand the patterns and processes of migration and diffusion throughout the world.
SS.B.2.3.2	know the human and physical characteristics of different places in the world and how these characteristics change over time.
SS.B.2.3.4	understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

5. Demonstrate understanding of how human attitudes, objectives, and technical skills influence the interaction of humans and the physical environment.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.A.2.3.3	understand important technological developments and how they influenced human society.
SS.A.3.3.2	understand the historical events that have shaped the development of cultures throughout the world.
SS.A.4.3.2	know the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).
SS.A.5.3.1	understand the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., Western settlement, immigration patterns, and urbanization).
SS.A.5.3.2	understand ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
SS.B.1.3.4	understand how factors such as culture and technology influence the perception of places and regions.
SS.B.2.3.8	know world patterns of resource distribution and utilization.

6. Demonstrate understanding of the concepts of transition and change.

SS.A.2.3.1	understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
SS.A.2.3.2	know how major historical developments have had an impact on the development of civilizations.
SS.A.2.3.4	understand the impact of geographical factors on the historical development of civilizations.
SS.A.2.3.5	know significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).
SS.A.2.3.6	know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).
SS.A.2.3.8	know the political, social, and economic institutions that characterized the significant aspects of Eastern *and Western* civilizations.
SS.A.3.3.1	understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.

SS.A.3.3.4 know significant historical leaders who have influenced the course of events in Eastern *and Western* civilizations since the Renaissance.

SS.A.3.3.5 understand the differences between institutions of Eastern *and Western* civilizations (e.g., differences in governments, social traditions and customs, economic systems, and religious institutions).

7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving. (**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

M/J Geography: Europe and the Americas

A. Major Concepts/Content. The purpose of this course is to enable students to acquire and organize information about places, people, and culture in Europe and the Americas to develop a sense of where they are in time, space, and culture, and to reinforce their own personal and social identity.

The content must include, but not be limited to, the following:

- historical perspectives
- culture and ethnicity
- society: roles, customs, and conflict
- impact of law and politics
- landforms and vegetation
- demographics
- religion
- transition and change

B. Special Note. This course, offered at 7th grade, is the second course of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography; Asia, Oceania and Africa (2123030), offered at 6th grade, and M/J Florida: Challenges and Choices (2103050), offered at 8th grade, complete the sequence.

After successfully completing this course the student will:

1. Employ the geographic perspective to identify, analyze, and predict solutions to geographic issues or concerns.

SS.A.5.3.3 know the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization;

	consequences such as poor living conditions in cities and employment conditions).
SS.B.2.3.5	understand the geographical factors that affect the cohesiveness and integration of countries.

2. Apply systematic approaches to the observation and analysis of humans and their environment.

SS.B.2.3.3	understand how cultures differ in their use of similar environments and resources.
SS.B.2.3.6	understand the environmental consequences of people changing the physical environment in various world locations.
SS.B.2.3.7	know how various human systems throughout the world have developed in response to conditions in the physical environment.
SS.B.2.3.9	understand how the interaction between physical and cultural systems affects current conditions on Earth.

3. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data, and to draw conclusions about physical and human patterns.

SS.B.1.3.1	use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
SS.B.1.3.2	use mental maps to organize information about people, places, and environments.

4. Apply the concepts of location, place, movement, and region.

SS.A.2.3.7	know significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance).
SS.B.1.3.3	know the social, political, and economic divisions on Earth's surface.
SS.B.1.3.5	know ways in which the spatial organization of a society changes over time.
SS.B.1.3.6	understand ways in which regional systems are interconnected.
SS.B.1.3.7	understand the spatial aspects of communication and transportation systems.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.B.2.3.1	understand the patterns and processes of migration and diffusion throughout the world.
SS.B.2.3.2	know the human and physical characteristics of different places in the world and how these characteristics change over time.
SS.B.2.3.4	understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

5. Demonstrate understanding of how human attitudes, objectives, and technical skills influence the interaction of humans and the physical environment.

SS.A.2.3.3	understand important technological developments and how they influenced human society.
SS.A.3.3.2	understand the historical events that have shaped the development of cultures throughout the world.
SS.A.4.3.2	know the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).
SS.A.5.3.1	understand the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., Western settlement, immigration patterns, and urbanization).
SS.A.5.3.2	understand ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
SS.B.1.3.4	understand how factors such as culture and technology influence the perception of places and regions.
SS.B.2.3.8	know world patterns of resource distribution and utilization.

6. Demonstrate understanding of the concepts of transition and change.

SS.A.2.3.1	understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
SS.A.2.3.2	know how major historical developments have had an impact on the development of civilizations.
SS.A.2.3.4	understand the impact of geographical factors on the historical development of civilizations.
SS.A.2.3.5	know significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).
SS.A.2.3.6	know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements,

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

technological and cultural innovation, and the emergence of new population centers).

SS.A.2.3.8 know the political, social, and economic institutions that characterized the significant aspects of *Eastern and* Western civilizations.

SS.A.3.3.1 understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).

SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.

SS.A.3.3. know significant historical leaders who have influenced the course of events in *Eastern and* Western civilizations since the Renaissance.

SS.A.3.3.5 understand the differences between institutions of *Eastern and* Western civilizations (e.g., differences in governments, social traditions and customs, economic systems, and religious institutions).

7. Apply research, study, critical-thinking, and decision-making skills, and demonstrate the use of new and emerging technology in problem solving. (Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

M/J World Geography

A. Major Concepts/Content The purpose of this course is to enable students to develop multicultural understanding and use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations.

The content must include, but not be limited to, the following:

- world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use

This course must integrate the Goal 3 Student Performance Standards of the Florida system of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

After successfully completing this course, the student will:

1. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

SS.B.1.3.2 use mental maps to organize information about people, places, and environments.

SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.

2. Locate and describe the physical and cultural features of political regions.

SS.B.1.3.3 know the social, political, and economic divisions on Earth's surface.

SS.B.2.3.2 know the human and physical characteristics of different places in the world and how these characteristics change over time.

3. Demonstrate understanding of the relationships between physical and cultural environments.

SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.

SS.B.1.3.6 understand ways in which regional systems are interconnected.

SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.

SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.

SS.B.2.3.9 understand how the interaction between physical and cultural systems affects current conditions on Earth.

4. Demonstrate understanding of the relationship between economic development and the use and conservation of natural resources.

SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.

SS.B.2.3.6 understand the environmental consequences of people changing the physical environment in various world locations.

SS.B.2.3.8 know world patterns of resource distribution and utilization.

5. Analyze the interaction of humans and the physical environment as influenced by culture, technology, migration, and skills.

SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.B.1.3.4	understand how factors such as culture and technology influence the perception of places and regions.
SS.B.1.3.7	understand the spatial aspects of communication and transportation systems.
SS.B.2.3.1	understand the patterns and processes of migration and diffusion throughout the world.
SS.B.2.3.4	understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

6. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem-solving. (Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

M/J World Geography, Advanced

A. Major Concepts/Content. The purpose of this course is to enable students to develop multicultural understanding and use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations.

The content must include, but not be limited to, the following:

- world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use

This course must integrate the Goal 3 Student Performance Standards of the Florida system of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

After successfully completing this course, the student will:

1. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.

SS.B.1.3.1	use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
SS.B.1.3.2	use mental maps to organize information about people, places, and environments.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.B.1.3.5	know ways in which the spatial organization of a society changes over time.

2. Locate and describe the physical and cultural features of political regions.

SS.B.1.3.3	know the social, political, and economic divisions on Earth's surface.
SS.B.2.3.2	know the human and physical characteristics of different places in the world and how these characteristics change over time.

3. Demonstrate understanding of the relationships between physical and cultural environments.

SS.A.2.3.4	understand the impact of geographical factors on the historical development of civilizations.
SS.B.1.3.6	understand ways in which regional systems are interconnected.
SS.B.2.3.5	understand the geographical factors that affect the cohesiveness and integration of countries.
SS.B.2.3.7	know how various human systems throughout the world have developed in response to conditions in the physical environment.
SS.B.2.3.9	understand how the interaction between physical and human systems affects current conditions on Earth.

4. Demonstrate understanding of the relationship between economic development and the use and conservation of natural resources.

SS.B.2.3.3	understand how cultures differ in their use of similar environments and resources.
SS.B.2.3.6	understand the environmental consequences of people changing the physical environment in various world locations.
SS.B.2.3.8	know world patterns of resource distribution and utilization.

5. Analyze the interaction of humans and the physical environment as influenced by culture, technology, migration, and skills.

SS.A.3.3.3	know how physical and human geographic factors have influenced major historical events and movements.
SS.B.1.3.4	understand how factors such as culture and technology influence the perception of places and regions.
SS.B.1.3.7	understand the spatial aspects of communication and transportation systems.
SS.B.2.3.1	understand the patterns and processes of migration and diffusion throughout the world.
SS.B.2.3.4	understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

6. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem-solving. (**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

M/J United States History

A. Major Concepts/Content. The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

The content must include, but not be limited to, the following:

- political, economic, technological, and social development of the United States from the Exploration Period through Reconstruction, with special emphasis on Florida's role
- time-space relationships
- impact of expansion on the development of America
- political, social, and economic conflicts and compromise
- influence of diverse groups on cultural development of the United States
- key concepts of the U.S. Constitution and other historical documents

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

After successfully completing this course, the student will:

1. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.

SS.A.4.3.3 understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.

2. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States and Florida.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.A.4.3.2	know the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).
SS.A.5.3.1	understand the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., Western settlement, immigration patterns, and urbanization).
SS.A.6.3.2	know the unique geographic and demographic characteristics that define Florida as a region.
SS.A.6.3.3	know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
SS.A.6.3.4	understand how the interactions of societies and cultures have influenced Florida's history.
SS.A.6.3.5	understand how Florida has allocated and used resources and the consequences of those economic decisions.
SS.B.1.3.4	understand how factors such as culture and technology influence the perception of places and regions.
SS.B.2.3.4	understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

3. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups in the United States and Florida, including slavery, the passage of slaves to America, abolition, and the contributions of African Americans to society.

SS.A.4.3.4	understand how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).
SS.A.6.3.1	understand how immigration and settlement patterns have shaped the history of Florida.
SS.B.2.3.3	understand how cultures differ in their use of similar environments and resources.

4. Demonstrate understanding of the impact of values and ideals reflected in United States historical documents and symbols on United States society.

SS.C.1.3.1	know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

5. Demonstrate understanding of the processes used to create and interpret history.

SS.A.1.3.1	understand how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
SS.A.1.3.2	know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, graphs.
SS.A.1.3.3	know how to impose temporal structure on historical narratives.

6. Demonstrate understanding of the interactions among science, technology, and society within historical contexts of the United States.

SS.A.4.3.1	know the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).

7. Demonstrate understanding of the basic concepts of the free enterprise system as practiced in the United States.

SS.D.2.3.1	understand how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
SS.D.2.3.2	understand that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them? (**Note:** The settlement of Jamestown and westward expansion are examples of content that may be included in this course.)
SS.D.2.3.3	know the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market). (**Note:** Joint stock companies and the National Bank are examples of content that may be included in this course.)

8. Demonstrate understanding of the rights, liberties, and obligations of citizenship in various periods of United States history.

SS.C.2.3.1	understand the history of the rights, liberties, and obligations of citizenship in the United States.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.C.2.3.2	understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).
SS.C.2.3.3	understand the argument that all rights have limits and know the criteria commonly used in determining when and why limits must be placed on rights (e.g., whether a "clear and present danger" exists or whether national security is at risk).
SS.C.2.3.4	understand what constitutes personal, political, and economic rights and the major documentary sources of these rights.
SS.C.2.3.5	understand how he or she can contact his or her representatives and why it is important to do so and know which level of government to contact to express his or her opinions or to get help on a specific problem.
SS.C.2.3.6	understand the importance of participation in community service, civic improvement, and political activities.

9. Demonstrate understanding of the political development of the United States.

SS.C.1.3.2	understand major ideas about why government is necessary and the purposes government must serve.
SS.C.1.3.3	understand how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).
SS.C.1.3.4	know the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
SS.C.1.3.5	know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.
SS.C.1.3.6	understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.

10. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.B.1.3.1	use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

use, connections between places, and patterns and processes of migration and diffusion.
(Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

M/J United States History, Advanced

A. Major Concepts/Content. The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

The content must include, but not be limited to, the following:

- political, economic, technological, and social development of the United States from the Exploration Period through Reconstruction, with special emphasis on Florida's role
- time-space relationships
- impact of expansion on the development of America
- political, social, and economic conflicts and compromise
- influence of diverse groups on cultural development of the United States
- key concepts of the U.S. Constitution and other historical documents

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

.After successfully completing this course, the student will:

1. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.

SS.A.4.3.3 understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.

2. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States and Florida.

SS.A.4.3.2	know the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).
SS.A.5.3.1	understand the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., Western settlement, immigration patterns, and urbanization).
SS.A.6.3.2	know the unique geographic and demographic characteristics that define Florida as a region.
SS.A.6.3.3	know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
SS.A.6.3.4	understand how the interactions of societies and cultures have influenced Florida's history.
SS.A.6.3.5	understand how Florida has allocated and used resources and the consequences of those economic decisions.
SS.B.1.3.4	understand how factors such as culture and technology influence the perception of places and regions.
SS.B.2.3.4	understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

3. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups in the United States and Florida, including slavery, the passage of slaves to America, abolition, and the contributions of African Americans to society.

SS.A.4.3.4	understand how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, them Black Hawk War, and removal policies in the Old Northwest).
SS.A.6.3.1	understand how immigration and settlement patterns have shaped the history of Florida.
SS.B.2.3.3	understand how cultures differ in their use of similar environments a nd resources.

4. Demonstrate understanding of the impact of values and ideals reflected in United States historical documents and symbols on United States society.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.C.1.3.1 know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.

5. Demonstrate understanding of the processes used to create and interpret history.

SS.A.1.3.1 understand how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

SS.A.1.3.2 know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, graphs.

SS.A.1.3.3 know how to impose temporal structure on historical narratives.

6. Demonstrate understanding of the interactions among science, technology, and society within historical contexts of the United States. Course Number: 2100020 - M/J United States History, Advanced

SS.A.4.3.1 know the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).

7. Demonstrate understanding of the basic concepts of the free enterprise system as practiced in the United States.

SS.D.2.3.1 understand how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition based, command, and mixed economic systems.

SS.D.2.3.2 understand that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?
(**Note:** The settlement of Jamestown and westward expansion are examples of content that may be included in this course.)

SS.D.2.3.3 know the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).
(**Note:** Joint stock companies and the National Bank are examples of content that may be included in this course.)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

8. Demonstrate understanding of the rights, liberties, and obligations of citizenship in various periods of United States history.

SS.C.2.3.1	understand the history of the rights, liberties, and obligations of citizenship in the United States.
SS.C.2.3.2	understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).
SS.C.2.3.3	understand the argument that all rights have limits and know the criteria commonly used in determining when and why limits must be placed on rights (e.g., whether a "clear and present danger" exists or whether national security is at risk).
SS.C.2.3.4	understand what constitutes personal, political, and economic rights and the major documentary sources of these rights.
SS.C.2.3.5	understand how he or she can contact his or her representatives and why it is important to do so and know which level of government to contact to express his or her opinions or to get help on a specific problem.
SS.C.2.3.6	understand the importance of participation in community service, civic improvement, and political activities.

9. Demonstrate understanding of the political development of the United States.

SS.C.1.3.2	understand major ideas about why government is necessary and the purposes government must serve.
SS.C.1.3.3	understand how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).
SS.C.1.3.4	know the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
SS.C.1.3.5	know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.
SS.C.1.3.6	understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

10. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.B.1.3.1	use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion. **(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

M/J World History

A. Major Concepts/Content. The purpose of this course is to enable students to understand the development of the world community within the context of history by examining their connections to the past to prepare for the future as participating members of a global society. Students will use knowledge of history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.
The content must include, but not be limited to, the following:
- development of civilizations in historical and geographical settings
- individuals and events that have significantly influenced culture and history
- major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

After successfully completing this course, the student will:

1. Demonstrate understanding of how significant experiences of the past shape contemporary civilizations.

SS.A.2.3.1	understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
SS.A.2.3.2	know how major historical developments have had an impact on the development of civilizations.

SS.A.2.3.7	know significant achievements in art and architecture invarious urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance).
SS.A.3.3.1	understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).
SS.A.3.3.2	understand the historical events that have shaped the development of cultures throughout the world.

2. Demonstrate understanding of the impact of physical and cultural geography on the development of civilizations.

SS.A.2.3.4	understand the impact of geographical factors on the historical development of civilizations.
SS.A.2.3.6	know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).
SS.A.3.3.3	know how physical and human geographic factors have influenced major historical events and movements.
SS.B.1.3.5	know ways in which the spatial organization of a society changes over time.
SS.B.2.3.2	know the human and physical characteristics of different places in the world and how these characteristics change over time.

3. Demonstrate understanding of the impact of significant people, places, ideas, and events on the development of values, traditions, and social, economic, and political institutions in selected Eastern and Western civilizations.

SS.A.2.3.5	know significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).
SS.A.2.3.8	know the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations.
SS.A.3.3.4	know significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

4. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, such as Africans, slavery, and the Holocaust.

SS.A.2.3.6	know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).

5. Demonstrate understanding of the processes used to create and interpret history.

SS.A.1.3.1	understand how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
SS.A.1.3.2	know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, graphs.
SS.A.1.3.3	know how to impose temporal structure on historical narratives.

6. Demonstrate understanding of the interactions among science, technology, and society within the context of World history.

SS.A.2.3.3	understand important technological developments and how they influenced human society.
SS.B.1.3.4	understand how factors such as culture and technology influence the perception of places and regions.

7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.B.1.3.1	use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
SS.B.1.3.2	use mental maps to organize information about people, places, and environments. **(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

M/J World Cultures

A. Major Concepts/Content. The purpose of this course is to enable students to understand that the world is comprised of many diverse cultural groups who have made significant contributions to our past and present. Students will understand the shared characteristics among various cultural groups.
The content must include, but not be limited to, the following:
- characteristics of a cultural group
- development of cultural societies
- the complexity of global issues

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and the processes of the subject matter.
B. Special Note. None
C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

1. Demonstrate understanding of the elements of culture and how social scientists use the concept of culture to study humankind.

SS.A.2.3.6	know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).
SS.A.3.3.5	understand the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems, and religious institutions).

2. Demonstrate understanding of the importance and causes of cultural diversity, including the assumptions and values that underlie ethnocentric and stereotypic views.

SS.A.2.3.1	understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
SS.A.3.3.1	understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art,

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

architecture, language, other artifacts, traditions, beliefs, values, and behaviors).

3. Demonstrate understanding of the sources, forms, dynamics, and consequences of social and cultural change and the persistence of general patterns of behavior.

SS.A.2.3.1	understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
SS.A.2.3.2	know how major historical developments have had an impact on the development of civilizations.
SS.A.2.3.3	understand important technological developments and how they influenced human society.
SS.A.2.3.6	know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).
SS.A.3.3.1	understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).
SS.A.3.3.2	understand the historical events that have shaped the development of cultures throughout the world.

4. Demonstrate understanding of the influence of geography and environment on the development of cultural groups.

SS.A.2.3.4	understand the impact of geographical factors on the historical development of civilizations.
SS.A.3.3.3	know how physical and human geographic factors have influenced major historical events and movements.
SS.B.2.3.1	understand the patterns and processes of migration and diffusion throughout the world.
SS.B.2.3.5	understand the geographical factors that affect the cohesiveness and integration of countries.
SS.B.2.3.7	know how various human systems throughout the world have developed in response to conditions in the physical environment.

5. Compare cultures of selected regions of the world.

SS.A.2.3.5	know significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).
SS.A.2.3.8	know the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations.
SS.B.2.3.3	understand how cultures differ in their use of similar environments and resources.

6. Demonstrate understanding of the complexity of global issues that give rise to conflict and the means of conflict resolution employed in selected cultures.

SS.A.3.3.2	understand the historical events that have shaped the development of cultures throughout the world.
SS.B.2.3.5	understand the geographical factors that affect the cohesiveness and integration of countries.

7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.A.1.3.1	understand how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
SS.A.1.3.2	know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, graphs.
SS.A.1.3.3	know how to impose temporal structure on historical narratives.
SS.B.1.3.1	use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

(Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

M/J Florida: Challenges and Choices

A. Major Concepts/Content. The purpose of this course is to enable students to

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

understand the universal issues which face Florida as a state. Through an issues approach, students will be engaged in examining topics, making informed judgments, and applying problem-solving skills to address ecological, political, social, economic, and ethical issues. They will use a framework of physical, historical, cultural, political, and economic geography to focus on issues common to the local community, to Florida, to the nation, and to the world.

The content must include, but not be limited to, the following:

- the environment: renewable and nonrenewable resources, land use, urban growth and the developing rural areas, individual choices, and government responsibility
- the population: demographics, cultural pluralism, ethnic polarization, migration, public services, individual choices, and government responsibility
- political/legal/ethical relationships: allocating public and private resources, poverty and the affluent economy, growth of international trade, economic leadership in the Caribbean, individual choices, and government responsibility

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. This course, offered at 8th grade, is the third course of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography; Asia, Oceania and Africa , offered at 6th grade, and M/J Geography: Europe and the Americas, offered at 7th grade, complete the sequence.

.After successfully completing this course the student will:

1. Demonstrate understanding of the unique physical and cultural characteristics which define Florida as a region.

SS.A.6.3.1	understand how immigration and settlement patterns have shaped the history of Florida.
SS.A.6.3.2	know the unique geographic and demographic characteristics that define Florida as a region.
SS.A.6.3.4	understand how the interactions of societies and cultures have influenced Florida's history.
SS.B.2.3.1	understand the patterns and processes of migration and diffusion throughout the world.
SS.D.2.3.3	know the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

2. Demonstrate understanding of how the environment in Florida is modified by human activity.

SS.A.4.3.1	know the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).
SS.A.6.3.3	know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
SS.B.2.3.2	know the human and physical characteristics of different places in the world and how these characteristics change over time.
SS.B.2.3.4	understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.
SS.B.2.3.9	understand how the interaction between physical and cultural systems affects current conditions on Earth.

3. Demonstrate understanding of the impact of social and cultural dynamics on the individual and society in Florida.

SS.A.2.3.1	understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
SS.A.2.3.4	understand the impact of geographical factors on the historical development of civilizations.
SS.A.2.3.6	know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).
SS.A.3.3.1	understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).
SS.A.4.3.3	understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.
SS.A.4.3.4	understand how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).
SS.A.5.3.3	know the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization;

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

consequences such as poor living conditions in cities and employment conditions).

4. Demonstrate understanding of the ways Florida allocates and uses resources and the consequences of those economic decisions.

SS.A.6.3.5	understand how Florida has allocated and used resources and the consequences of those economic decisions.
SS.B.2.3.8	know world patterns of resource distribution and utilization.
SS.D.1.3.1	know the options and resources that are available for consumer protection.
SS.D.2.3.1	understand how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
SS.D.2.3.2	understand that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?

5. Evaluate the importance of the duties, rights, and responsibilities of a citizen of Florida and the interaction with local, state, and national government.

SS.C.1.3.1	know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.
SS.C.1.3.2	understand major ideas about why government is necessary and the purposes government must serve.
SS.C.1.3.3	understand how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).
SS.C.1.3.4	know the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
SS.C.1.3.5	know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.
SS.C.1.3.6	understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.C.2.3.2 understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).

SS.C.2.3.3 understand the argument that all rights have limits and know the criteria commonly used in determining when and why limits must be placed on rights (e.g., whether a "clear and present danger" exists or whether national security is at risk).

SS.C.2.3.4 understand what constitutes personal, political, and economic rights and the major documentary sources of these rights.

6. Employ geographic perspectives to identify, analyze, and predict solutions to state and local issues or concerns in Florida.

SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.

SS.B.1.3.6 understand ways in which regional systems are interconnected.

SS.B.1.3.7 understand the spatial aspects of communication and transportation systems.

7. Evaluate the importance of participation in community service and political and civic activities.

SS.C.2.3.5 understand how he or she can contact his or her representatives and why it is important to do so and know which level of government to contact to express his or her opinions or to get help on a specific problem.

SS.C.2.3.6 understand the importance of participation in community service, civic improvement, and political activities.

SS.C.2.3.7 understand current issues involving rights that affect local, national, or international political, social, and economic systems.

8. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.A.1.3.1 understand how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

SS.A.1.3.2 know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, graphs.

SS.A.1.3.3 know how to impose temporal structure on historical narratives.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.B.1.3.1	use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
SS.B.1.3.2	use mental maps to organize information about people, places, and environments.
SS.B.1.3.3	know the social, political, and economic divisions on Earth's surface.
SS.D.1.3.3	understand the variety of factors necessary to consider when making wise consumer decisions. (Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Social Studies: 6-8

A. Major Concepts/Content. The purpose of this course is to develop a basic understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society
- career preparation

This course shall integrate the Sunshine State Standards as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 social studies in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Social Studies, Grades 6-8.

Course Number: 7821010 - Social Studies: 6-8

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes. The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color-coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for shortterm objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate awareness of how individuals are affected by current events in the community, state, nation, and world.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

1.1. Demonstrate awareness of historical implications of selected current events.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

1.2. Demonstrate awareness of current events that are related to social problems.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

1.3. Demonstrate awareness of current events that are related to the economy.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

1.4. Demonstrate awareness of current events that are related to government.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

1.5. Demonstrate awareness of current events that are related to geography and the physical environment.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

1.6. Identify ways individuals can use knowledge of current events in daily activities (e.g., when interacting with peers, family, or others; when making

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decisions related to voting; to understand why certain laws are in place; to understand changes in the workplace).

1.7. Demonstrate awareness of why it is important for individuals to know what is going on in the government at the local, state, national, and international levels.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

2. Demonstrate awareness of major historical events, documents, and individuals (e.g., laws, treaties, political and social leaders, wars, elections).
Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

2.1. Demonstrate awareness of major historical events and their impact on present times (e.g., wars, social movements, elections, treaties, reforms).
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

2.2. Demonstrate awareness of major historical documents and the impact on present times (e.g., Constitution, Declaration of Independence, Bill of Rights, Civil Rights Act, Vocational Rehabilitation Act of 1973).
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

2.3. Demonstrate awareness of individuals who have had significant influence in major historical events and their impact on present times (e.g., political leaders, scientists and inventors, religious leaders, social justice leaders).
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

2.4. Demonstrate awareness of events and characteristics of broadly defined eras of historical events.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

2.5. Demonstrate awareness of how major technological changes have affected society and individuals in communication, transportation, and information management.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

3. Use maps, globes, charts, graphs, and other tools of geography to solve problems.

CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1	identify problems found in functional tasks—with guidance and support.

CL.B.4.Su.2 implement solutions to problems found in functional tasks – with guidance and support. Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Maps and Globes

3.1. Identify the meaning and purpose of basic elements of maps and globes. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ o title _____ o legend _____ o direction arrow (North)
_____ o scale _____ o other: ________________________________

3.2. Identify the meaning of information provided by map symbols when completing tasks (e.g., planning a trip). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ o roads _____ o states _____ o rivers and bodies of water
_____ o countries _____ o cities and towns _____ o scale
_____ o directions _____ o elevation _____ o mileage
_____ o points of interest
_____ o other: _______________________________________

3.3. Identify characteristics and uses of various kinds of flat maps, globes, and other geographic tools. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ o state maps _____ o regional maps _____ o political maps
_____ o aerial photos _____ o globes _____ o grid maps
_____ o other: ______________________________________

3.4. Find specified points or areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ o city or state map _____ o atlas
_____ o United States map _____ o regional map
_____ o world map _____ o other: ____________________________

3.5. Identify uses of maps in the classroom and in daily life to solve problems (e.g., to find a delivery route, to navigate a boat, to locate an emergency exit, to find a place for a vacation, to travel to a new place in the community). (CL.B.4.In.1, CL.B.4.Su.1)

Charts and Graphs

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

3.6. Identify information conveyed in simple charts and graphs when solving problems related to social studies (e.g., identifying populations of a region, finding mileage between two cities). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ o bar graph _____ o temperature chart
_____ o pie chart _____ o mileage chart
_____ o table _____ o street index
_____ o other: ______________________________________

3.7. Demonstrate awareness of the use of standard time zones and daylight savings time in the United States (e.g., Eastern Standard, Eastern Daylight Savings Time, Central Standard, Central Daylight Savings Time). (CL.B.3.In.2, CL.B.3.Su.2)

3.8. Follow a systematic approach when using maps, globes, charts, graphs, and other tools of geography to solve problems. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)
Specify: _____ o determine what information is needed
_____ o select correct tool and technique
_____ o apply tool or procedures to obtain result
_____ o check results for accuracy and reliability
_____ o explain results
_____ o other: ____________________________________

4. Demonstrate awareness of the geographical features of major regions in the community and state.
Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ___________________

4.1. Identify different ways that geographic regions are described and labeled (e.g., coastal areas, wetlands, desert).

4.2. Identify major features of a particular geographic region (e.g., climate, landforms, vegetation, industrial or economic development, culture, language).
Specify: _____ o local community _____ o Florida
_____ o other: ______________________________________

4.3. Identify characteristics that give a particular geographic region its identity.
Specify: _____ o central economic focus _____ o physical characteristics
_____ o human characteristics _____ o other: ________________________

4.4. Identify ways that regional labels and images affect how individuals feel about the area, including their opinions of the people, businesses, and products that come from that region (e.g., Sunbelt, the Plains, the Gold Coast).

5. Demonstrate awareness of characteristics and functions of government at the local, state, and national levels.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

5.1. Identify the major functions of governments (e.g., make, carry out, and enforce rules and laws; manage conflicts; provide security; provide services such as education, health and transportation).

5.2. Identify the structure and characteristics of governments at three levels—local, state, and national (e.g., type of leadership—mayor, governor, president; type of representation— commissioner, representative, senator).
Specify: _____ o city (municipal) government
_____ o county government
_____ o state government, particularly the State of Florida
_____ o federal government of the United States of America

5.3. Identify general functions and characteristics of the three major branches of government at all levels of government in the United States.
Specify branch: _____ o executive _____ o legislative _____ o judicial
Specify level: _____ o city _____ o county _____ o state _____ o federal

5.4. Identify the offices (appointed and elected) and basic functions for each branch of government in the local community.
Specify: _____ o executive—mayor, city manager
_____ o legislative—city council, county commission
_____ o judicial—county judges, circuit court judges

5.5. Identify the offices (appointed and elected) and basic functions for each branch of government in the State of Florida.
Specify: _____ o executive—Governor, Lieutenant Governor, and Cabinet
_____ o legislative—Senate and House of Representatives
_____ o judicial—State Supreme Court, District Court of Appeals

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5.6. Identify the appointed and elected offices and basic functions for each branch of the federal government of the United States of America.
Specify: _____ o executive—President, Vice President, and Cabinet
_____ o legislative—Senate and House of Representatives
_____ o judicial—Supreme Court, District Court, Circuit Court of Appeals

5.7. Identify the characteristics of major services provided by state and local governments (e.g., public education, public health, public transportation and highways, police and fire protection, public utilities).

5.8. Demonstrate awareness of the purposes of taxes and different ways that governments collect fees and taxes.
Specify: _____ o sales tax _____ o property tax _____ o FICA (Social Security)
_____ o income tax _____ o Medicare tax _____ o tolls
_____ o licenses, registration fees, and user fees _____ o other: _______________

5.9. Identify ways that people can participate in their local and state government and the importance of participation (e.g., being informed, taking part in discussing issues, voting, volunteering in government agencies or political parties).

6. Demonstrate awareness of the role and responsibilities of citizens associated with participation in local, state, and national government (e.g., voting, obeying laws).
Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ___________________

6.1. Identify general characteristics of civic responsibilities (e.g., paying taxes, being informed about public issues, monitoring actions of political leaders and governmental agencies, complying with laws and policies, deciding how to vote, performing public service, serving as a juror, serving in the military).

6.2. Identify current issues related to individual rights in a variety of situations (e.g., personal rights issues—dress codes, curfews, sexual harassment, health care, school choice; political rights issues—freedom of speech, right to a fair trial; economic rights issues—right to minimum wage, equal pay for equal work).

6.3. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, voting in an election, working with others on a service project). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ o knowing laws _____ o serving as a juror
_____ o registering to vote _____ o serving in the military
_____ o knowing issues and propositions _____ o performing public service
_____ o identifying positions of election candidates
_____ o other: ____

6.4. Demonstrate awareness of ways citizens can influence the decisions and actions of government.
Specify: _____ o voting after studying the issues and candidates

_____ o participating in special interest groups and political parties
_____ o attending meetings of governing agencies
_____ o working on campaigns
_____ o taking part in peaceful demonstrations
_____ o contributing money to political parties, candidates, or causes
_____ o other: ____

7. Locate information and present ideas regarding knowledge of social studies and its application to personal life and the world of work.

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.
CL.B.2.Su.2	express oral, written, or visual information to accomplish functional tasks— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

7.1. Identify characteristics of sources of information about current events related to social studies (e.g., accuracy, reliability, completeness, point of view, purpose and intent). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ o newspapers _____ o magazines _____ o television
_____ o radio _____ o people _____ o Internet
_____ o other: ______________________________________

7.2. Use a variety of sources to gain information about current events related to social studies. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ o newspapers _____ o magazines _____ o television
_____ o radio _____ o people _____ o Internet
_____ o other: ______________________________________

7.3. Use a variety of primary and secondary sources of information to understand social studies issues (e.g., interpreting diaries, letters, and newspapers; reading maps and graphs; reading biographies and documents). (CL.B.1.In.2, CL.B.1.Su.2)

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Specify: _____ o newspapers _____ o magazines _____ o television
_____ o radio _____ o people _____ o Internet
_____ o textbooks _____ o encyclopedias _____ o other: _______________

7.4. Evaluate the accuracy of social studies information used to complete school assignments (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)

7.5. Use strategies to integrate new information related to social studies with previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ o identify common elements or events
_____ o distinguish what is different
_____ o relate new information to previously learned concepts
_____ o other: ____

7.6. Express and summarize information related to social studies in an accurate, complete, and objective manner using written or verbal communication to complete school assignments (e.g., describe what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of a project for the school's webpage). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ o brief statements
_____ o summaries
_____ o reports
_____ o other: ____

7.7. Organize information about social studies in ways that show the relationships among facts, ideas, events, and decisions when completing school assignments (e.g., timelines, outlines, semantic maps, flow charts). (CL.B.1.In.3)
Specify: _____ o by chronology _____ o by characteristics
_____ o by categories _____ o by topics or events
_____ o other : ____

8. Demonstrate awareness of practices and skills required for responsible consumer economics (e.g., comparative shopping, budgeting, banking, using advertisements).

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

8.1. Identify characteristics of practices in consumer economics (e.g., managing money— budgeting, banking, investing; comparative shopping; consumer protection; managing credit, income, and expenses). (IF.A.2.In.1, IF.A.2.Su.1)

8.2. Identify characteristics of common activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ o preparing and following weekly/monthly budgets
_____ o managing and protecting personal cash
_____ o using checking and savings accounts
_____ o buying goods and services
_____ o contributing to charities
_____ o using comparative shopping to make wise purchases
_____ o other: ______________________________

8.3 Use essential knowledge and skills when completing activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ o using coins and bills to pay for goods and services
_____ o selecting desired goods and services based on needs and available funds
_____ o evaluating claims in advertisements
_____ o understanding sales tactics used by stores and services—e.g., discounts, brand names vs. generic items, bulk packaging
_____ o other: ______________________________

8.4. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit money into a savings account, make a weekly budget). (IF.A.1.In.1, IF.A.1.Su.1)

8.5. Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, welfare and public assistance, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)

9. Demonstrate awareness of how major needs of individuals are met by the family; private agencies; and local, state, and federal government.

IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2Su.1	use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________

General Information

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

9.1. Demonstrate awareness of major needs of individuals that are met by the family (e.g., personal care, living arrangements, dose relationships). (IF.A.1.In.1, IF.A.1.Su.1)

9.2. Demonstrate awareness of major needs of individuals that are met by organizations in the community (e.g., recreation, social action, religious guidance, health care). (IF.A.2.In.1, IF.A.2.Su.1)

9.3. Demonstrate awareness of major needs of individuals that are met by public agencies funded by the government (e.g., public health care, emergency assistance, welfare, education, public safety, transportation, employment assistance). (IF.A.2.In.1, IF.A.2.Su.1)

Medical, Health, and Wellness Needs

9.4. Identify community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospital, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)

9.5. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

Civic Responsibilities

9.6. Identify community service agencies or other resources that assist individuals in dealing with government agencies (e.g., Division of Motor Vehicles, social services, advocacy centers, Department of Health, Federal Emergency Management Administration). (IF.A.2.In.1, IF.A.2.Su.1)

9.7. Identify circumstances or situations when community service agencies or other resources that assist individuals in dealing with government agencies would need to be contacted (e.g., renewing an automobile tag, obtaining a fishing or hunting license, renewing or obtaining a driver's license, using social services or social support, obtaining a voter registration card). (IF.A.2.In.1, IF.A.2.Su.1)

10. Demonstrate knowledge of how to locate and use community resources and facilities to meet personal needs.

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

10.1. Identify community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ o medical/health/wellness—hospitals, clinics, family planning clinic, public health department, fitness centers
_____ o communication—telephone company, post office, e-mail provider
_____ o transportation—bus, taxi
_____ o personal care —barber, dry cleaner, laundromat
_____ o retail—department stores, discount stores, specialty shops, grocery stores
_____ o food services—restaurants, fast food chains, cafeterias
_____ o financial—banking, credit cards, insurance
_____ o recreation/leisure/entertainment—movies, libraries, sports centers
_____ o emergency—police, fire, ambulance, Red Cross
_____ o other: ______________________________

10.2. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ o community service agencies: advantages—usually free or low-cost; disadvantages—may have a waiting list, may have limited services
_____ o businesses: advantages—more available; disadvantages—more expensive
_____ o other resources—friends, neighbors, co-workers: advantages—motivated to help, low-cost; disadvantages—less knowledgeable about disability needs than professionals

10.3. Select the community service agency, business, or other resource that will meet (or is most likely to meet) needs for personal assistance (e.g., affordable, matches need for a particular service, matches own eligibility, no waiting list). (IF.A.2.In.1, IF.A.2.Su.1)

10.4. Use the specific knowledge and skills that are required to obtain and benefit from community services that assist with personal needs (e.g., knowledge of a reputable service provider in the community, knowledge of past history of the business from a resource such as the Better Business Bureau, communication skills to explain to the business what service is needed, mathematical skills to determine costs and methods of payment). (IF.A.2.In.1, IF.A.2.Su.1)

11. Demonstrate awareness of diverse patterns of behavior and beliefs in families and groups in the community (e.g., understanding customs and cultures, avoiding stereotyping).

Indicate guidance and support necessary for mastery at supported level:

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

11.1. Identify common forms of diversity in the United States (e.g., ethnic, racial, religious, socioeconomic class, linguistic, gender, national origin).

11.2. Identify some of the benefits of living in a diverse society (e.g., fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems; provides people with choices in the arts, music, literature, and sports; helps people to understand and appreciate cultural traditions and practices other than their own).

11.3. Identify characteristics of major conflicts in American society that have arisen from diversity (e.g., North/South conflict, conflict about land and other rights of Native Americans, conflict about civil rights of minorities and women, ethnic conflicts in urban settings).

11.4. Identify ways that conflicts about diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; working to establish equity for all groups; adhering to the values and principles of American democracy).

11.5. Identify ways that conflicts about diversity can be managed fairly when they occur (e.g., providing opportunities for people to present their points of view, arranging for an impartial individual or group to listen to all sides of a conflict, suggesting solutions to problems).

12. Demonstrate awareness of responsible practices regarding personal behavior and interactions with others.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Interpersonal Relationships

12.1. Differentiate among types of relationships (e.g., friends, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)

12.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' wellbeing, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

12.3. Identify interpersonal skills useful in maintaining a close relationship with family and friends (e.g., keeping in touch, visiting others, writing to others, showing continuousconcern for others, offering assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)

12.4. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

12.5. Identify qualities of a destructive relationship with a peer or adult (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

12.6. Identify personal characteristics that make one a good friend (e.g., does not talk about others, says positive things about friends, helps friends in time of crisis, makes friends laugh, does not make rude comments to friends, does not physically harm friends, shares with friends, respects friends, encourages friends). (SE.A.2.In.1, SE.A.2.Su.1)

12.7. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using appropriate tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)

12.8. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

12.9. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

Sexual Relationships

12.10. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)

12.11. Discriminate between positive examples and negative examples of behaviors that are responsible and appropriate expressions of sexual relationships (positive examples— chooses abstinence prior to marriage, uses acceptable terms of endearment; negative examples— forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

12.12. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, high selfesteem). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ o home _____ o school _____ o community

12.13. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., negative role models, lack of reinforcement or feedback, use of alcohol and other drugs, use of power or control, peer pressure, low self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ o home _____ o school _____ o community

12.14. Identify the negative effects of peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are,unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

12.15. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are appropriate when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

12.16. Identify behaviors that represent illegal, physically abusive, and violent actions,related to sexual relationships (e.g., rape, sexually explicit comments, sexual harassment).,(IF.B.2.In.3, IF.B.2.Su.3)

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13. Demonstrate skills needed to manage and direct own behavior at school and in the community to promote responsible citizenship in oneself.

IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations – with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations – with guidance and support.
SE.A.1.In.1	cooperate in a variety of group situations.
SE.A.1.In.2	assist in establishing and meeting group goals.
SE.A.1.In.3	function effectively within formal organizations.
SE.A.1.Su.1	cooperate in group situations – with guidance and support.
SE.A.1.Su.2	function effectively within formal organizations – with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Patterns of Conduct

13.1. Identify behaviors that are socially unacceptable in public yet are acceptable in private. (IF.B.2.In.1, IF.B.2.Su.1)

13.2. Identify appropriate behaviors for specific social situations (e.g., cheering at a football game, sitting quietly at a concert, asking questions and participating in a class discussion). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ o home _____ o school _____ o community

13.3. Demonstrate appropriate behaviors for specific social situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ o home _____ o school _____ o community

Self-management

13.4. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement, needed for school and community activities (e.g., organizes, monitors, and carries out tasks and duties; prioritizes tasks in order

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of importance; completes tasks on time; follows through with instructions; works with sufficient speed; works efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)

13.5. Discriminate between examples and non-examples of self-management behaviors (examples—presenting social studies project on assigned date, taking care of own personal items; non-examples—waiting until the last minute to start a project, leaving school materials at home). (IF.B.2.In.1, IF.B.2.Su.1)

13.6. Identify factors that promote self-management behaviors (e.g., opportunities for selfmanagement, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)

13.7. Identify factors that interfere with use of self-management behavior (e.g., controlling persons in environment, strict rules regarding behavior management). (IF.B.2.In.1, IF.B.2.Su.1)
Specify method: _____ o self-monitoring _____ o self-instruction _____ o self-reinforcement
Specify setting: _____ o home _____ o school _____ o community

13.8. Demonstrate behaviors that reflect self-management. (IF.B.2.In.2, IF.B.2.Su.2)
Specify method: _____ o self-monitoring _____ o self-instruction _____ o self-reinforcement
Specify setting: _____ o home _____ o school _____ o community

Working in a Group

13.9. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

13.10. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

13.11. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

13.12. Use behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

13.13. Avoid behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing a member's efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

Leadership

13.14. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, wide knowledge, respect for others, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)

13.15. Identify the effect that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)
Specify: _____ o supportive leaders – more participation by group members
_____ o controlling leaders – group members may operate in fear
_____ o negligent leaders – group members may not stay on task
_____ o other: ______________________________

13.16. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions and ideas, using a group reflection, providing opinions). (SE.A.1.In.2)

13.17. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, motivate members, process information, plan for action). (SE.A.1.In.2)

13.18. Identify and use steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ o discuss the problem
_____ o list possible causes
_____ o record individual group members' suggestions and clarifications
_____ o discuss and identify probable causes
_____ o implement corrective action or solution
_____ o report results
_____ o move on to the next most probable cause if initial action is ineffective
_____ o other: ______________________________

13.19. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticism, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)

13.20. Use behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities). (SE.A.1.In.1, SE.A.1.Su.1)

Organizations

13.21. Identify types of formal organizations in the school and the community in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

13.22. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

13.23. Identify existing rules and codes of conduct that must be followed for individuals to participate within selected organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ o policy manuals
_____ o rules and regulations
_____ o security systems
_____ o other: ________________________________

13.24. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ o schools _____ o institutions
_____ o businesses _____ o agencies
_____ o organizations in the community
_____ o other: ________________________________

13.25. Identify behaviors that may conflict with expectations of organizations (e.g., wearing certain types of clothing or hair styles, talking about personal ethical or moral issues). (SE.A.1.In.3, SE.A.1.Su.2)

13.26. Use behavior that complies with the existing rules and code of conduct of the organization (e.g., respecting authority and co-workers, refraining from physical conflict, keeping personal problems confidential, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not possessing drugs and alcohol). (SE.A.1.In.3, SE.A.1.Su.2)

13.27. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., certain personal ethical or moral issues may conflict with the organization, personal choices may conflict with schedule, disruptive behaviors can conflict with rules). (SE.A.1.In.3, SE.A.1.Su.2)

Compliance with Laws, Rules, and Regulations

13.28. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol if underage). (IF.B.2.In.1, IF.B.2.Su.1)

13.29. Identify factors that promote behaviors that are in compliance with laws, rules and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

13.30. Identify factors that inhibit behaviors that are in compliance with laws, rules, and regulations (e.g., lack of role models, lack of knowledge of laws, little or no reinforcement for complying with laws, peer pressure, influence of media). (IF.B.2.In.1, IF.B.2.Su.1)

13.31. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)

13.32. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
specify: _____ o home—family gatherings
_____ o school—in class, between classes, extracurricular activities
_____ o community—events, organizations, services
_____ o community—leisure activities, stores, restaurants, traveling

13.33. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
specify: _____ o home—family gatherings
_____ o school—in class, between classes, extracurricular activities
_____ o community—events, organizations, services
_____ o community—leisure activities, stores, restaurants, traveling

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

14. Demonstrate awareness of knowledge and skills necessary for selecting a career and maintaining employment.

CL.C.1.In.3	make general preparations for entering the work force.
CL.C.1.Su.3	make general preparations for entering the work force – with guidance and support.
IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals – with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances – with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Using a Career Planning Process

14.1. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

14.2. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)

14.3. Identify sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ o individuals – family members, supervisors, teachers, counselors
_____ o agencies – government agencies, religious organizations, schools
_____ o other: ______________________________________

14.4. Complete a personal appraisal to determine personal strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)
Specify potential:_____ o self-concept and values clarification
_____ o personality characteristics and personal style
_____ o motivational patterns and personal preferences
_____ o personal and educational background
_____ o key accomplishments and successes
_____ o satisfying and dissatisfying experiences
_____ o other: ________________________________

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

14.5. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals— pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)

14.6. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, earning a certificate). (CL.C.1.In.3, CL.C.1.Su.3)

14.7. Identify preferred occupational and career goals for self (e.g., work in office setting, obtain a stable job, work five days a week, receive a paycheck, receive a promotion). (IF.B.1.In.2, IF.B.1.Su.2)

14.8. Identify potential situations or events that may cause a person to change career goals (e.g., business closes, family moves, job interests change). (IF.B.1.In.2, IF.B.1.Su.2)

14.9. Identify steps in a job search (e.g., identify desired job, use resources to find a job opening, fill out applications, participate in interviews, complete follow-up tasks). (CL.C.1.In.1, CL.C.1.Su.3)

14.10. Identify resources for information and assistance with employment (e.g., TV, newspapers, Internet, family, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)

14.11. Identify the importance of a job interview (e.g., provides the first impression, provides information about the job). (CL.C.1.In.3, CL.C.1.Su.3)

15. Demonstrate awareness of employment and career opportunities in the community.

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

15.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

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15.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing and sales, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

15.3. Identify specific jobs in the local community associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; marketing and sales—clerk, sales representative; administrative/clerical— paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

15.4. Identify trends in the local job market for different career clusters (e.g., need for computer skills; need for jobs related to environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

15.5. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security, investment plans, overtime, maternity leave, contracts, unemployment benefits, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

15.6. Identify opportunities for job training in the local community (e.g., trade schools, vocational/technical institutes, private or public colleges, apprentice programs). (CL.C.1.In.1, CL.C.1.Su.1)

16. Demonstrate knowledge of personal and social skills necessary for success on the job.

CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.In.3	display reliability and work ethic according to the standards of the workplace.
CL.C.2.Su.1	plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.3	display reliability and work ethic according to the standards of the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Planning Assignments

16.1. Identify purposes of planning assignments (e.g., stay on task, finish work on time, fulfill expectations). (CL.C.2.In.1, CL.C.2.Su.1)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

16.2. Identify components of a plan to complete assignments. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ o identify the goal or end product, including quality standards
_____ o identify resources needed – equipment, supplies, time
_____ o determine substeps needed to accomplish the task
_____ o determine schedule for completing task

16.3. Identify, prioritize, and schedule job responsibilities for assignments (e.g., make a to-do list, determine deadlines, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

Implementing Assignments
16.4. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ o set an alarm clock as a reminder
_____ o track subtasks on calendar
_____ o check off subtasks when completed
_____ o begin subtasks at designated times
_____ o adjust to unforeseen circumstances
_____ o other: ________________________________

16.5. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ o try different techniques _____ o seek advice from others
_____ o seek assistance from others _____ o read the instructions or references
_____ o other: ________________________________

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

16.6. Identify general personal and social characteristics necessary for success on the job. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ o reliability and dependability _____ o flexibility
_____ o responsibility _____ o self-control
_____ o self-direction _____ o attention to details
_____ o other: ___________________________________

Attendance and Punctuality
16.7. Identify reasons for regular attendance and punctuality on the job (e.g., meet production quotas and deadlines, responsibility to employer and co-workers). (CL.C.2.In.3, CL.C.2.Su.3)

16.8. Identify consequences of irregular attendance or not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)

16.9. Identify behavior or activities on the job which bring values into conflict (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)

16.10. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.3, CL.C.2.Su.3)

16.11. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don't talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work or workers). (CL.C.2.In.3, CL.C.2.Su.3)

16.12. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ o appropriate — being punctual, following rules, showing respect for authority
_____ o inappropriate — disrupting work, making negative statements about co-workers
_____ o other: ___________________________________

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

16.13. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
16.14. Identify characteristics of appropriate grooming and selection of clothing for work (e.g., clean clothes; clean hair; proper uniform if required; casual vs. formal, depending on organizational preference; indoors or outdoors, depending on work environment). (CL.C.2.In.3, CL.C.2.Su.3)

17. Demonstrate awareness of personal and social skills necessary for independent living.

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community – with guidance and support.
IF.A.1.Su.2	complete personal care, health, and fitness activities – with guidance and support.
IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.In.2	demonstrate safe travel within and beyond the community.
IF.A.2.Su.1	use community resources and services for specified purposes – with guidance and support.
IF.A.2.Su.2	demonstrate safe travel within and beyond the community – with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Independent Living

17.1. Identify productive activities needed for independent living in a home or apartment. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ o preparing and storing food
_____ o selecting and caring for clothing
_____ o cleaning and maintaining household
_____ o selecting and caring for personal living environment
_____ o selecting and caring for furniture, appliances, and other personal goods
_____ o selecting and caring for outdoor equipment and maintaining outdoor areas
_____ o managing personal finances
_____ o other: ____

17.2. Identify leisure and recreation activities appropriate for independent living. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ o games and sports
_____ o cultural activities
_____ o hobbies, crafts, and collections
_____ o pets and gardening
_____ o outdoor activities
_____ o other: ____

17.3. Identify personal care activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ o eating
_____ o dressing
_____ o grooming
_____ o hygiene
_____ o motor control and self-management
_____ o other: ____

17.4. Identify health care and fitness activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ o maintaining good nutrition
_____ o preventing and caring for diseases
_____ o practicing safety in health, including prevention of tobacco, alcohol, and other drug abuse
_____ o being aware of disability
_____ o maintaining good mental health
_____ o participating in exercise programs
_____ o other: ____

17.5. Identify activities involving community resources and services that may be needed for independent living. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ o selecting a house or apartment
_____ o obtaining assistance with personal care or health needs
_____ o fulfilling civic responsibilities
_____ o obtaining and caring for clothing or other personal products
_____ o obtaining utilities, communication, and other household services
_____ o other: ____

17.6. Demonstrate awareness of social skills needed for independent living. (SE.A.2.In.1, SE.A.2.Su.1)

Specify: _____ o using appropriate interpersonal communication skills
_____ o selecting and maintaining relationships with friends
_____ o maintaining positive relations with family
_____ o maintaining appropriate relations with co-workers and supervisors
_____ o other: _______________________________________

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Travel

17.7. Identify various means of transportation for people including special accommodations for those with disabilities (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

17.8. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ o cost _____ o handicap accessibility
_____ o routes _____ o hours of operation
_____ o other: ____

17.9. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

17.10. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

17.11. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in familiar and unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)

17.12. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

17.13. Find a desired location in the community (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

17.14. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

17.15. Practice safety procedures when riding in a car (e.g., wear seatbelt, lock doors, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Grades 9-12

American History

A. Major Concepts/Content. The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. The content must include, but not be limited to, the following:

- review of U.S. History prior to 1880
- time-space relationships
- significant events and trends in the development of United States culture and institutions
- impact of expansion on the United States
- origin of United States documents, ideals, and characteristics
- the changing role of the U.S. Constitution
- political, social, and economic conflicts and resolutions
- technological and urban transformation of the United States
- changes in lifestyles of United States citizens
- changes in United States foreign policy from regional to global
- cyclical characteristics of United States economic development
- contemporary domestic and foreign issues that affect the United States

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

After successfully completing this course, the student will:

1. Demonstrate understanding of the early historical development of the United States.

SS.A.4.4.1 understand the economic, social, and political interactions between Native American tribes and European settlers during the Age of Discovery.

SS.A.4.4.2 understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.A.4.4.3	understand the significant military and political events that took place during the American Revolution.
SS.A.4.4.4	understand the political events that defined the Constitutional period.
SS.A.4.4.5	understand the significant political events that took place during the early national period.
SS.A.4.4.6	understand the military and economic events of the Civil War and Reconstruction.

2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.

SS.A.5.4.1	know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
SS.A.5.4.3	understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
SS.A.5.4.4	understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
SS.A.5.4.5	know the origins and effects of the involvement of the United States in World War II.
SS.A.5.4.6	understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.
SS.A.5.4.7	understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
SS.A.5.4.8	know significant political events and issues that have shaped domestic policy decisions in contemporary America.
SS.D.2.4.3	understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.

3. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States society.

SS.B.1.4.3	use mental maps of physical and human features of the world to answer complex geographic questions.
SS.B.1.4.4	understand how cultural and technological characteristics can link or divide regions.
SS.B.1.4.5	understand how various factors affect people's mental maps.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.B.2.4.1	understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
SS.B.2.4.2	understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.
SS.B.2.4.3	understand how the allocation of control of the Earth's surface affects interactions between people in different regions.
SS.B.2.4.5	know how humans overcome "limits to growth" imposed by physical systems.
SS.B.2.4.6	understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
SS.B.2.4.7	understand the concept of sustainable development.

4. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including slavery, the passage of slaves to America, abolition, and the contributions of African-Americans to society.

SS.A.1.4.2	identify and understand themes in history that cross scientific, economic, and cultural boundaries.
SS.A.5.4.2	understand the social and cultural impact of immigrant groups and individuals on American society after 1880.
SS.C.1.4.4	understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.
SS.C.2.4.3	understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.

5. Demonstrate understanding of the processes used to create and interpret history.

SS.A.1.4.1	understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
SS.A.1.4.3	evaluate conflicting sources and materials in the interpretation of a historical event or episode.
SS.A.1.4.4	use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

6. Demonstrate understanding of the interactions among science, technology, and society within the context of the historical development of the United States.

SS.A.1.4.2	identify and understand themes in history that cross scientific, economic, and cultural boundaries.
SS.B.2.4.4	understand the global impacts of human changes in the physical environment.

7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.B.1.4.1	use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
SS.B.1.4.2	understand the advantages and disadvantages of using maps from different sources and different points of view. (Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

American History Honors

A. Major Concepts/Content. The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

The content must include, but not be limited to, the following:

- review of U.S. History prior to 1880
- time-space relationships
- significant events and trends in the development of United States culture and institutions
- impact of expansion on the United States
- origin of United States documents, ideals, and characteristics
- the changing role of the U.S. Constitution
- political, social, and economic conflicts and resolutions
- technological and urban transformation of the United States
- changes in lifestyles of United States citizens
- changes in United States foreign policy from regional to global
- cyclical characteristics of United States economic development

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- contemporary domestic and foreign issues that affect the United States

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

for in-depth or enriched study of the course

After successfully completing this course, the student will:

1. Demonstrate understanding of the early historical development of the United States.

SS.A.4.4.1	understand the economic, social, and political interactions between Native American tribes and European settlers during the Age of Discovery.
SS.A.4.4.2	understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.
SS.A.4.4.3	understand the significant military and political events that took place during the American Revolution.
SS.A.4.4.4	understand the political events that defined the Constitutional period.
SS.A.4.4.5	understand the significant political events that took place during the early national period.
SS.A.4.4.6	understand the military and economic events of the Civil War and Reconstruction.

2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.

SS.A.5.4.1	know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
SS.A.5.4.3	understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
SS.A.5.4.4	understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
SS.A.5.4.5	know the origins and effects of the involvement of the United States in World War II.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.A.5.4.6	understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.
SS.A.5.4.7	understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
SS.A.5.4.8	know significant political events and issues that have shaped domestic policy decisions in contemporary America.
SS.D.2.4.3	understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.

3. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States society.

SS.B.1.4.3	use mental maps of physical and human features of the world to answer complex geographic questions.
SS.B.1.4.4	understand how cultural and technological characteristics can link or divide regions.
SS.B.1.4.5	understand how various factors affect people's mental maps.
SS.B.2.4.1	understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
SS.B.2.4.2	understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.
SS.B.2.4.3	understand how the allocation of control of the Earth's surface affects interactions between people in different regions.
SS.B.2.4.5	know how humans overcome "limits to growth" imposed by physical systems.
SS.B.2.4.6	understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
SS.B.2.4.7	understand the concept of sustainable development.

4. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including slavery, the passage of slaves to America, abolition, and the contributions of African-Americans to society.

SS.A.1.4.2	identify and understand themes in history that cross scientific, economic, and cultural boundaries.
SS.A.5.4.2	understand the social and cultural impact of immigrant groups and individuals on American society after 1880.

SS.C.1.4.4	understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.
SS.C.2.4.3	understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.

5. Demonstrate understanding of the processes used to create and interpret history.

SS.A.1.4.1	understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
SS.A.1.4.3	evaluate conflicting sources and materials in the interpretation of a historical event or episode.
SS.A.1.4.4	use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

6. Demonstrate understanding of the interactions among science, technology, and society within the context of the historical development of the United States.

SS.A.1.4.2	identify and understand themes in history that cross scientific, economic, and cultural boundaries.
SS.B.2.4.4	understand the global impacts of human changes in the physical environment.

7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.B.1.4.1	use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
SS.B.1.4.2	understand the advantages and disadvantages of using maps from different sources and different points of view.

(Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Will meet graduation requirements for American History

A. Major concepts/content. Students understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. The content must include, but not be limited to, the following:

- specified by the Advanced Placement Program

After successfully completing this course, the student will:

1. Formulate generalizations about the past in order to develop a theory or theories on the development of contemporary and future society.
2. Derive conclusions from American historical development and growth based on physical and cultural geographic principles.
3. Apply the processes of critical and creative thinking to evaluate the changes made by significant people, ideas and events on the development of values, traditions, and social, economic and political institutions in the United States.
4. Analyze current and historic events as perceived by diverse cultural and ethnic groups and form generalizations about their contributions in developing the variety of American culture.
5. Evaluate the processes used to create and interpret history.
6. Formulate hypotheses on relationships among science, technology and society, and their impact on historical change in the United States.
7. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Economics

A. Major Concepts/Content. The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers.

The content must include, but not be limited to, the following:

- economic reasoning
- principles of decision-making in the marketplace
- productive resources
- scarcity and choices
- opportunity costs and trade-offs
- economic incentives

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

- interdependence
- contemporary and historical economic issues
- personal economic skills
- role of money
- government and financial institutions
- labor

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

After successfully completing this course, the student will:

1. Demonstrate understanding of the basic economic problems and questions that must be answered by every society.

SS.A.1.4.2	identify and understand themes in history that cross scientific, economic, and cultural boundaries.
SS.D.1.4.1	understand how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.

2. Classify economic systems in terms of how a society answers the basic economic questions.

SS.D.2.4.1	understand how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

3. Demonstrate understanding of how economic and government institutions apply basic economic concepts and the possible results.

SS.D.2.4.2	understand how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls affect distribution and allocation in the economy.
SS.D.2.4.3	understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.
SS.D.2.4.4	understand how United States fiscal policies and monetary policies reinforce or offset each other and how they affect levels of economic activity, the money supply of the country, and the well-being of individuals, businesses, regions, and the nation.

4. Demonstrate understanding of concepts essential for measuring economic performance and explaining economic phenomena.

SS.A.1.4.4	use chronology, sequencing, patterns, and periodization to examine interpretations of an event.
SS.B.2.4.1	understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
SS.D.2.4.5	understand basic terms and indicators associated with levels of economic performance and the state of the economy.

5. Demonstrate understanding of the complementary and competing objectives between and within economic systems.

SS.A.3.4.8	understand the effects of the Industrial Revolution.
SS.D.2.4.6	understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.

6. Demonstrate understanding of the economic dimensions of historical and contemporary issues.

SS.A.3.4.9	analyze major historical events of the first half of the 20th century.
SS.A.3.4.10	understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.
SS.A.5.4.1	know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
SS.A.5.4.4	understand social transformations that took place in the1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.B.2.4.7 understand the concept of sustainable development.

7. Demonstrate understanding of personal economic practices.

SS.C.2.4.6	understand the argument that personal, political, and economic rights reinforce each other.
SS.D.1.4.1	understand how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
SS.D.1.4.2	understand credit history and the positive and negative

8. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.A.1.4.3	evaluate conflicting sources and materials in the interpretation of a historical event or episode. (Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

Economics Honors

A. Major Concepts/Content. The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers. The content must include, but not be limited to, the following:
- economic reasoning
- principles of decision-making in the marketplace
- productive resources
- scarcity and choices
- opportunity costs and trade-offs
- economic incentives
- interdependence
- contemporary and historical economic issues
- personal economic skills
- role of money
- government and financial institutions
- labor

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. **After successfully completing this course, the student will:**

1. Demonstrate understanding of the basic economic problems and questions that must be answered by every society.

SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.

SS.D.1.4.1 understand how many financial and nonfinancial factors (e.g., , profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.

2. Classify economic systems in terms of how a society answers the basic economic questions.

SS.D.2.4.1 understand how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.

3. Demonstrate understanding of how economic and government institutions apply basic economic concepts and the possible results.

SS.D.2.4.2 understand how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls

4. Demonstrate understanding of concepts essential for measuring economic performance and explaining economic phenomena.

SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.

SS.D.2.4.5 understand basic terms and indicators associated with levels of economic performance and the state of the economy.

5. Demonstrate understanding of the complementary and competing objectives between and within economic systems.

SS.A.3.4.8 understand the effects of the Industrial Revolution.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.D.2.4.6	understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.

6. Demonstrate understanding of the economic dimensions of historical and contemporary issues.

SS.A.3.4.9	analyze major historical events of the first half of the 20th century.
SS.A.3.4.10	understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.
SS.A.5.4.1	know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
SS.A.5.4.4	understand social transformations that took place in the1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
SS.B.2.4.7	understand the concept of sustainable development.

7. Demonstrate understanding of personal economic practices.

SS.C.2.4.6	understand the argument that personal, political, and economic rights reinforce each other.
SS.D.1.4.1	understand how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
SS.D.1.4.2	understand credit history and the positive and negative impacts that credit can have on an individual's financial life affect distribution and allocation in the economy.
SS.D.2.4.3	understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.
SS.D.2.4.4	understand how United States fiscal policies and monetary policies reinforce or offset each other and how they affect levels of economic activity, the money supply of the country, and the well-being of individuals, businesses, regions, and the nation.

8. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.A.1.4.3	evaluate conflicting sources and materials in the interpretation of a historical event or episode.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

(Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

American Government

Will meet graduation requirements for American Government

A. Major Concepts/Content. The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content must include, but not be limited to, the following:

- interrelationship between American government and the American economic system
- documents that shape our political traditions, including the Declaration of Independence, the Constitution, the Bill of Rights and the Federalist Papers
- functions of the three branches of government at the local, state and national levels
- Florida government, including the State constitution
- municipal and county government
- the evolving role of political parties and interest groups in determining government policy
- how rights and responsibilities of citizens in a democratic state have evolved and been interpreted
- contemporary political issues
- career opportunities available in government services
- importance of civic participation in the democratic political process
- role of women and diverse cultural groups in the development of our political system

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

After successfully completing this course, the student will:

1. Compare the structure and functions of government at all levels: national, state (Florida), municipal and county.

SS.C.1.4.1 understand the nature of political authority and the nature of the relationship between government and civil society in limited

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).

SS.C.1.4.2 understand the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).

SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).

2. Analyze the basic principles of political organization embodied in the Constitution of the United States and the State Constitution of Florida.

SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).

3. Compare the decision-making process at all levels of the three branches of government.

SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).

4. Examine the influence of individuals and interest groups in the governmental decision-making process.

SS.A.5.4.7 understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.

SS.C.1.4.4 understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.

5. Trace the evolution of the relationship between majority rule and individual rights.

SS.A.2.4.4	understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.
SS.A.2.4.5	understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.
SS.A.3.4.6	understand transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.
SS.C.2.4.5	understand how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.

6. Analyze the effectiveness of our federal system of government in addressing domestic and foreign problems.

(**Note:** In this course, major historical events will be used to illustrate important political decisions and policies.)

SS.A.3.4.10	understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.
SS.A.4.4.5	understand the significant political events that took place during the early national period.
SS.A.5.4.3	understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
SS.A.5.4.5	know the origins and effects of the involvement of the United States in World War II.
SS.A.5.4.6	understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.
SS.A.5.4.7	understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
SS.A.5.4.8	know significant political events and issues that have shaped domestic policy decisions in contemporary America.

7. Examine the relationship between American political traditions and the American way of life (i.e., social, economic and religious ideals).

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.A.5.4.4	understand social transformations that took place in the 1920s and 1930s, principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
SS.B.1.4.4	understand how cultural and technological characteristics can link or divide regions.
SS.C.2.4.6	understand the argument that personal, political, and economic rights reinforce each other.
SS.D.2.4.3	understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.

8. Demonstrate an understanding of the importance of participation in community service and political activities.

SS.C.2.4.1	develop and define his or her own political beliefs and tendencies.
SS.C.2.4.2	assess the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.
SS.C.2.4.3	understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.
SS.C.2.4.4	understand the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.
SS.C.2.4.7	know the points at which citizens can monitor or influence the process of public policy formation.

9. Examine career opportunities and requirements in government service.

10. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.A.1.4.3	evaluate conflicting sources and materials in the interpretation of a historical event or episode.
SS.A.1.4.4	use chronology, sequencing, patterns, and periodization to examine interpretations of an event.
SS.B.1.4.3	use mental maps of physical and human features of the world to answer complex geographic questions.
LA.A.1.4.2	select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
LA.A.1.4.3	refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

LA.A.2.4.6	select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
LA.A.2.4.7	analyze the validity and reliability of primary source information and use the information appropriately.
LA.A.2.4.8	synthesize information from multiple sources to draw conclusions.
LA.B.2.4.1	write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
LA.B.2.4.2	organize information using appropriate systems.
LA.B.2.4.4	select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

American Government Honors

A. Major Concepts/Content. The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

The content must include, but not be limited to, the following:

- interrelationship between American government and the American economic system
- documents that shape our political traditions, including the Declaration of Independence, the U.S. Constitution, the Bill of Rights and the Federalist Papers
- functions of the three branches of government at the local, state, and national levels
- Florida government, including the State constitution
- municipal and county government
- the evolving role of political parties and interest groups in determining government policy
- how rights and responsibilities of citizens in a democratic state have evolved and been interpreted
- contemporary political issues

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

After successfully completing this course, the student will:

1. Compare the structure and functions of government at all levels: national, state (Florida), municipal, and county.

SS.C.1.4.1	understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
SS.C.1.4.2	understand the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
SS.C.1.4.3	understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).

2. Analyze the basic principles of political organization embodied in the Constitution of the United States and the State Constitution of Florida.

SS.C.1.4.3	understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).

3. Compare the decision-making process at all levels of the three branches of government.

SS.C.1.4.3	understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).

4. Examine the influence of individuals and interest groups in the governmental decision-making process.

SS.A.5.4.7	understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.C.1.4.4	understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.

5. Trace the evolution of the relationship between majority rule and individual rights.

SS.A.2.4.4	understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.
SS.A.2.4.5	understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.
SS.A.3.4.6	understand transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.
SS.C.2.4.5	understand how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.

6. Analyze the effectiveness of our federal system of government in addressing domestic and foreign problems.
(Note: In this course, major historical events will be used to illustrate important political decisions and policies.)

SS.A.3.4.10	understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.
SS.A.4.4.5	understand the significant political events that took place during the early national period.
SS.A.5.4.3	understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
SS.A.5.4.5	know the origins and effects of the involvement of the United States in World War II.
SS.A.5.4.6	understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.
SS.A.5.4.7	understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.A.5.4.8	know significant political events and issues that have shaped domestic policy decisions in contemporary America.

7. Examine the relationship between American political traditions and the American way of life (i.e., social, economic, and religious ideals).

SS.A.5.4.4	understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
SS.B.1.4.4	understand how cultural and technological characteristics can link or divide regions.
SS.C.2.4.6	understand the argument that personal, political, and economic rights reinforce each other.
SS.D.2.4.3	understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.

8. Demonstrate understanding of the importance of participation in community service and political activities.

SS.C.2.4.1	develop and define his or her own political beliefs and tendencies.
SS.C.2.4.2	assess the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.
SS.C.2.4.3	understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.
SS.C.2.4.4	understand the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.
SS.C.2.4.7	know the points at which citizens can monitor or influence the process of public policy formation.

9. Examine career opportunities and requirements in government service.

10. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.A.1.4.3	evaluate conflicting sources and materials in the interpretation of a historical event or episode.
SS.A.1.4.4	use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.B.1.4.3 use mental maps of physical and human features of the world to answer complex geographic questions.
(Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

Psychology I

A. Major concepts/content. Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. The content must include, but not be limited to, the following:
- major theories and orientations of psychology
- psychological methodology
- memory and cognition
- human growth and development
- personality
- abnormal behavior
- psychological therapies
- stress/coping strategies
- mental health

After successfully completing this course, the student will:
1. Recognize that the study of psychology provides an organized scientific way of understanding human behavior, growth and development.
2. Understand and appreciate the various theories or orientations which psychologists have developed to explain human behavior.
3. Understand the basic methods and techniques used by psychologists to investigate human behavior.
4. Explain the various methods by which human beings acquire specific behaviors and build those specific behaviors into appropriate patterns of behaviors.
5. Understand how information is collected, organized, processed and recalled by the brain and used to build a database of knowledge in human beings.
6. Describe the stages of psychological development and recognize the relationship between physical and chronological development and psychological development.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

7. Recognize various forms of abnormal behavior, possible causes of those abnormal behaviors and modern therapies to correct abnormal behaviors.
8. Recognize the relationship between stress and psychological well being.
9. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Psychology II

A. Major concepts/content. Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.
The content must include, but not be limited to, the following:
- statistical research
- psychobiology
- motivation and emotion
- sensation and perception
- states of consciousness
- psychological testing
- social psychology

After successfully completing this course, the student will:
1. Recognize the types and applications of descriptive and inferential statistics.
2. Understand the complex relationship between the physical body and human behavior.
3. Extract major principles of motivation and emotional theory to better understand one's own behavior and the behavior of others.
4. Describe the various methods by which human beings receive and process sensations and organize sensory data into meaningful wholes through which they perceive their world.
5. Recognize various states of consciousness and how they impact human behavior.
6. Understand the need for psychological testing and recognize its appropriate uses and limitations in daily life.
7. Understand theories of human interaction and the impact of attitudes, opinions and beliefs on human interaction.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

8. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Advanced Placement Psychology

Major concepts/content. Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. The content must include, but not be limited to, the following:

- research methodology
- biological bases of behavior
- sensation and perception
- states of consciousness
- learning
- cognition
- motivation and emotion
- developmental psychology
- personality
- theory psychological testing
- abnormal psychology
- treatment of psychological disorders
- social psychology

After successfully completing this course, the student will:

1. Understand the history of psychology as a science, the different theoretical approaches that underlie explanations of behavior and the contemporary research methods used by psychologists.
2. Recognize the relationship between biology and behavior.
3. Describe the concepts and processes related to sensation and perception.
4. Differentiate among the different states of consciousness.
5. Understand differences between learned and unlearned behavior and the similarities and differences of the basic learning processes.
6. Understand that cognitive psychology is concerned with processes involved in the transformation, reduction, elaboration, storage, recovery and use of sensory input.
7. Recognize the forces that influence the strength and direction of behavior.
8. Recognize from a life-span perspective the physical, cognitive, social and moral dimensions of development.
9. Understand the major theories and approaches to personality.
10. Compare and contrast the theories, methods and issues related to the assessment of human differences.
11. Analyze the definition, categories and diagnosis of abnormal personalities.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

12. Differentiate among the approaches used by therapists of different orientations to treat mental disorders.
13. Analyze the impact of social factors on behavior.
14. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Sociology

A. Major concepts/content. Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society. The content must include, but not be limited to, the following:

- methods of study employed by sociologists
- social institutions and norms
- social classes
- relationships between the sexes
- racial and ethnic groups
- societal determinants
- group behavior
- socialization process, including the transmission of group behavior
- social deviation
- social conflict
- social stratification
- social participation
- role of social organizations and institutions, including their interrelationships and interdependence

After successfully completing this course, the student will:

1. Recognize that the study of sociology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human relationships and the problems of society.
2. Understand the characteristics of social groups, their interrelationships, interdependence and differences.
3. Define social structure and explain its significance.
4. Recognize how social needs may be met in social institutions.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

5. Understand the interrelationship between values, norms and institutions, and their effects on society.
6. Identify ways people acquire beliefs, values and behavior patterns.
7. Recognize the existence of situations or conditions that are social problems and propose ways to address them.
8. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

World History

A. Major Concepts/Content. The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.
The content must include, but not be limited to, the following:
- time-space relationships
- prehistory
- rise of civilization
- cultural universals
- development of religion and the impact of religious thought
- evolution of political systems and philosophies
- interactions between science and society
- development of nationalism as a global phenomenon
- origin and course of economic systems and philosophies
- influence of significant historical figures and events
- contemporary world affairs

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

After successfully completing this course, the student will:

1. Demonstrate understanding of the influence of physical and cultural geography on the development of civilizations and nation-states.
SS.A.2.4.1 understand the early physical and cultural development of humans.

SS.A.2.4.2	understand the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.
SS.A.2.4.3	understand the emergence of civilization in China, Southwest Asia, and the Mediterranean basin.
SS.B.2.4.1	understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
SS.B.2.4.2	understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.
SS.B.2.4.3	understand how the allocation of control of the Earth's surface affects interactions between people in different regions.
SS.B.2.4.4	understand the global impacts of human changes in the physical environment.
SS.B.2.4.5	know how humans overcome "limits to growth" imposed by physical systems.
SS.B.2.4.6	understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
SS.B.2.4.7	understand the concept of sustainable development.

2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions of civilizations and nation-states.

SS.A.2.4.4	understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.
SS.A.2.4.6	understand features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region.
SS.A.2.4.7	understand the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.
SS.A.3.4.5	understand the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
SS.A.3.4.6	understand transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.
SS.A.3.4.7	understand significant political developments in Europe in the 19th century.
SS.A.3.4.8	understand the effects of the Industrial Revolution.
SS.A.3.4.9	analyze major historical events of the first half of the 20th century.
SS.A.3.4.10	understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.C.1.4.1	understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
SS.D.2.4.6	understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

3. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including African-Americans and the Holocaust.

SS.A.2.4.5	understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.
SS.A.2.4.8	understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.
SS.A.2.4.9	understand significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.
SS.A.2.4.10	understand significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.
SS.A.2.4.11	understand political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.
SS.A.3.4.1	understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
SS.A.3.4.2	understand significant religious and societal issues from the Renaissance through the Reformation.
SS.A.3.4.3	understand the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European Expansion.
SS.A.3.4.4	know the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19th century.

4. Demonstrate understanding of the processes used to create and interpret history.

SS.A.1.4.1	understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
SS.A.1.4.4	use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

5. Demonstrate understanding of the interactions among science, technology, and society within global historical contexts.

SS.A.1.4.2	identify and understand themes in history that cross scientific, economic, and cultural boundaries.
SS.B.1.4.4	understand how cultural and technological characteristics can link or divide regions.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

6. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.A.1.4.3	evaluate conflicting sources and materials in the interpretation of a historical event or episode.
SS.B.1.4.1	use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
SS.B.1.4.2	understand the advantages and disadvantages of using maps from different sources and different points of view. **(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

World History Honors

A. Major Concepts/Content. The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

The content must include, but not be limited to, the following:

- time-space relationships
- prehistory
- rise of civilization
- cultural universals
- development of religion and the impact of religious thought
- evolution of political systems and philosophies
- interactions between science and society
- development of nationalism as a global phenomenon
- origin and course of economic systems and philosophies
- influence of significant historical figures and events
- contemporary world affairs

This course must integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

After successfully completing this course, the student will:

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

1. Demonstrate understanding of the influence of physical and cultural geography on the development of civilizations and nation-states.

SS.A.2.4.1	understand the early physical and cultural development of humans.
SS.A.2.4.2	understand the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.
SS.A.2.4.3	understand the emergence of civilization in China, Southwest Asia, and the Mediterranean basin.
SS.B.2.4.1	understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
SS.B.2.4.2	understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.
SS.B.2.4.3	understand how the allocation of control of the Earth's surface affects interactions between people in different regions.
SS.B.2.4.4	understand the global impacts of human changes in the physical environment.
SS.B.2.4.5	know how humans overcome "limits to growth" imposed by physical systems.
SS.B.2.4.6	understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
SS.B.2.4.7	understand the concept of sustainable development.

2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions of civilizations and nation-states.

SS.A.2.4.4	understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.
SS.A.2.4.6	understand features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region.
SS.A.2.4.7	understand the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.
SS.A.3.4.5	understand the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
SS.A.3.4.6	understand transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.
SS.A.3.4.7	understand significant political developments in Europe in the 19th century.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.A.3.4.8	understand the effects of the Industrial Revolution.
SS.A.3.4.9	analyze major historical events of the first half of the 20th century.
SS.A.3.4.10	understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.
SS.C.1.4.1	understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
SS.D.2.4.6	understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.

3. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including African-Americans and the Holocaust.

SS.A.2.4.5	understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.
SS.A.2.4.8	understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.
SS.A.2.4.9	understand significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.
SS.A.2.4.10	understand significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.
SS.A.2.4.11	understand political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.
SS.A.3.4.1	understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
SS.A.3.4.2	understand significant religious and societal issues from the Renaissance through the Reformation.
SS.A.3.4.3	understand the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European Expansion.
SS.A.3.4.4	know the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19th century.

4. Demonstrate understanding of the processes used to create and interpret history.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

SS.A.1.4.1	understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
SS.A.1.4.4	use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

5. Demonstrate understanding of the interactions among science, technology, and society within global historical contexts.

SS.A.1.4.2	identify and understand themes in history that cross scientific, economic, and cultural boundaries.
SS.B.1.4.4	understand how cultural and technological characteristics can link or divide regions.

6. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.A.1.4.3	evaluate conflicting sources and materials in the interpretation of a historical event or episode.
SS.B.1.4.1	use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
SS.B.1.4.2	understand the advantages and disadvantages of using maps from different sources and different points of view.
	(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

World Cultural Geography

A. Major concepts/content. Students develop multicultural understanding and use geographical concepts and skills to acquire information and systematically apply decision making processes to real-life situations. They will acquire an understanding of interrelation-ships between people and their environment.
The content must include, but not be limited to, the following:
- study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, economic activity, land use

After successfully completing this course, the student will:

1. Use maps, globes, charts, graphs and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

2. Identify the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity.
3. Understand patterns of population growth and settlement in different cultures and environments.
4. Understand the interaction between culture and technology in the use, alteration and conservation of the physical environment.
5. Understand the interrelationships and interdependence of world cultures, races and religions.
6. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Global Studies

A. Major concepts/content. Global Studies provides students with interdisciplinary knowledge, skills and attitudes necessary to meet responsibilities as citizens of their community, state and nation and prepares them to live in an increasingly interdependent and complex global society. The content must include, but not be limited to, the following:

- interdependence
- global issues
- culture
- international system
- pluralism
- transnationalism
- global economy
- ecology issues
- planetary ethics
- human-environment interactions
- movement
- cultural diffusion

After successfully completing this course, the student will:
1. Identify the major similarities and differences that exist between today's global reality and the world of the past.
2. Demonstrate the ability to objectively and critically analyze the limitations of a personal world view and the world views of other groups and cultures.
3. Demonstrate a proficiency in the academic skills required to analyze and understand the complexities of today's world.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

4. Demonstrate a substantive knowledge of the major issues and challenges facing our world at the present time and in the foreseeable future.
5. Demonstrate an understanding of and an appreciation for the commonalties and differences among the peoples and cultures of the world.
6. Demonstrate knowledge of the complex nature of individual, group and national interactions in today's world.
7. Demonstrate the capability and commitment to become an active participant in the decisions effecting the present and the future of our planet.
8. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Law Studies

A. Major concepts/concerns. Students learn that the American legal system is the foundation of American society. In order to function effectively, students examine those laws which have an impact on citizens' lives and are provided with an introduction to fundamental civil and criminal justice procedures.
The content must include, but not be limited to, thefollowing:
- need for law
- basis for our legal system
- civil and criminal law
- adult and juvenile courts
- family and consumer law
- causes and consequences of crime
- individual rights and responsibilities
- career opportunities in the legal system

After successfully completing this course, the student will:
1. Understand the nature of law in a free society, the fundamental values underlying our justice system and the place of law in preserving order in society.
2. Understand how civil and criminal laws are made at the federal, state, and local levels of government and how these laws are employed in the various federal and state courts.
3. Examine the role that lawyers, law enforcement officers, correction officers and court officials play in our judicial system.
4. Analyze the adult criminal justice system, Florida's juvenile justice system and the rights and responsibilities afforded individuals in these systems of justice.
5. Investigate causes and consequences of crime.
6. Examine civil and criminal laws and procedures as they relate to family and consumer law.
7. Analyze the role of women and diverse cultural groups in the legal system.
8. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Comprehensive Law Studies

A. Major concepts/concerns. Students learn that the American legal system is the foundation of American society. They examine the components and processes

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

associated with the American legal system and are provided with a comprehensive examination of the civil and criminal justice systems.
The content must include, but not be limited to, the following:
- historical antecedents for law
- reason for laws
- civil and criminal law
- social values and their impact on the establishment and interpretation of laws
- causes and consequences of crime
- comparison of adult and juvenile justice systems
- significance of the Bill of Rights to the American legal system
- family and consumer law
- rights and responsibilities under the law
- importance of the adversarial relationship in American jurisprudence

After successfully completing this course, the student will:
1. Formulate a rationale for the regulation of human behavior in society.
2. Distinguish between civil and criminal law, including the legislative process and the judicial process.
3. Analyze the stages of both a civil and criminal proceeding.
4. Evaluate the economic and social impact of civil and criminal justice.
5. Evaluate the alternatives available to the courts in sentencing offenders.
6. Investigate causes and consequences of crime.
7. Recognize the citizen's role in law making and law enforcement.
8. Describe and evaluate career opportunities available in the legal system.
9. Analyze the role of women and diverse cultural groups within the legal system.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in probiem solving.

Advanced Placement European History

A. Major concepts/content. Students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

The content must include, but not be limited to, the following:
- the content specified by the Advanced Placement Program

After successfully completing this course, the student will:

1. Formulate generalizations about the past to develop a theory or theories on the development of contemporary European society.
2. Derive conclusions from European historical development and growth based on geographic principles.
3. Predict the probable effects of individual actions and events within a given historical period.
4. Analyze current and historic events as perceived by diverse cultural and ethnic groups.
5. Synthesize the contributions of major European nationalities and ethnic groups to form generalizations about the variety and diversity of European cultures.
6. Apply processes of critical and creative thinking to evaluate the effects of major European traditions (political, economic and social) on historical patterns of development in Europe.
7. Interpret changes that have occurred in historical development by evaluating the causes and effects of that change.
8. Formulate hypotheses on relationships among science, technology and society and their impact on historical change in European societies.
9. Evaluate the uniqueness of the European people as a synthesis of geographic, religious, political and economic factors.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Comprehensive Law Studies

A. Major concepts/concerns. Students learn that the American legal system is the foundation of American society. They examine the components and processes associated with the American legal system and are provided with a comprehensive examination of the civil and criminal justice systems.

The content must include, but not be limited to, the following:
- historical antecedents for law
- reason for laws

- civil and criminal law
- social values and their impact on the establishment and interpretation of laws
- causes and consequences of crime
- comparison of adult and juvenile justice systems
- significance of the Bill of Rights to the American legal system
- family and consumer law

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

After successfully completing this course, the student will

1. Formulate a rationale for the regulation of human behavior in society.
2. Distinguish between civil and criminal law, including the legislative process and the judicial process.
3. Analyze the stages of both a civil and criminal proceeding.
4. Evaluate the economic and social impact of civil and criminal justice.
5. Evaluate the alternatives available to the courts in sentencing offenders.
6. Investigate causes and consequences of crime.
7. Recognize the citizen's role in law making and law enforcement.
8. Describe and evaluate career opportunities available in the legal system.
9. Analyze the role of women and diverse cultural groups within the legal system.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Applied Social Studies

A. Major Concepts/Content. The purpose of this course is to develop an understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

The content should include, but not be limited to, the following:

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society
- career preparation

This course shall integrate the Sunshine State Standards as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color-coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Assistive technology – full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for shortterm objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student. Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate understanding of how individuals are affected by current events in the community, state, nation, and world.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ___________________

1.1. Demonstrate knowledge of historical implications of selected current events.
Specify: ______ o local ______ o Florida
______ o United States ______ o international

1.2. Demonstrate awareness of current events that are related to social problems.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

1.3. Demonstrate awareness of current events that are related to the economy.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

1.4. Demonstrate awareness of current events that are related to government.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Specify: _____ o local _____ o Florida
_____ o United States _____ o international

1.5. Demonstrate awareness of current events that are related to geography and the physical environment.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

1.6. Identify ways individuals can use knowledge of current events in daily activities (e.g., when interacting with peers, family, or others; when making decisions related to voting; to understand why certain laws are in place; to understand changes in the workplace).

1.7. Demonstrate knowledge of why it is important for individuals to know what is going on in the government at the local, state, national, and international levels.

1.8. Demonstrate knowledge of ways people can gain information about the decisions and actions of the government (e.g., reading about public issues, watching television news programs, discussing public issues, communicating with public officials). (CL.B.1.In.1, CL.B.1.Su.1)

1.9. Demonstrate knowledge of individuals or groups who can influence the decisions and actions of local, state, and national governments (e.g., the media, labor unions, parent and teacher organizations, Chamber of Commerce, taxpayer associations).

1.10. Demonstrate knowledge of the influence of television, radio, the press, newsletters, and emerging electronic communication on individuals.

2. Demonstrate knowledge of the effects of major historical events, documents, and individuals at the local, state, national, or global level.
Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ___________________

2.1. Demonstrate knowledge of major historical events and their impact on present times (e.g., wars, social movements, elections, treaties, reforms).
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

2.2. Demonstrate knowledge of major historical documents and their impact on present times (e.g., Constitution, Declaration of Independence, Bill of Rights, Civil Rights Act, Vocational Rehabilitation Act of 1973).
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

2.3. Demonstrate knowledge of individuals who have had significant influence in major historical events and their impact on present times (e.g., political leaders, scientists and inventors, religious leaders, social justice leaders).
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

2.4. Demonstrate awareness of events and characteristics of broadly defined eras of historical events.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

2.5. Demonstrate awareness of how major technological changes have affected society and individuals in communication, transportation, and information management.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

2.6. Demonstrate awareness of how major changes in culture, social institutions, and family life have affected individuals.
Specify: _____ o local _____ o Florida
_____ o United States _____ o international

3. Use maps, globes, charts, graphs, and other tools of geography effectively to solve problems of daily living.

CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1	identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2	implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Maps and Globes

3.1. Identify the meaning and purpose of basic elements of maps and globes. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ o title _____ o legend _____ o direction arrow (North)
_____ o scale _____ o other: ______________________________________

3.2. Identify the meaning of information provided by map symbols when completing tasks (e.g., planning a trip). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ o roads _____ o states _____ o rivers and bodies of water
_____ o countries _____ o cities and towns _____ o scale
_____ o directions _____ o elevation _____ o mileage
_____ o points of interest _____ o other: _______________

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

3.3. Identify characteristics and uses of various kinds of flat maps, globes, and other geographic tools. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ o state maps _____ o regional maps _____ o political maps
_____ o aerial photos _____ o globes _____ o grid maps
_____ o other: ____

3.4. Find specified points or areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ o city or state map _____ o world map
_____ o regional map _____ o atlas
_____ o United States map _____ o other: ______________________________

3.5. Locate a specific place using maps and floor plans. (Reading F 27: VI)

3.6. Identify uses of maps in the school, the workplace, and in daily life to solve problems (e.g., to find a delivery route, to navigate a boat, to pinpoint an emergency situation, to find a place for a vacation, to travel to a new place in the community). (CL.B.4.In.1, CL.B.4.Su.1)

3.7. Identify information conveyed in simple charts and graphs when solving problems related to social studies (e.g., identifying populations of a region, finding mileage between two cities). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ o bar graph _____ o temperature chart
_____ o pie chart _____ o mileage chart
_____ o table _____ o street index
_____ o other: ____

3.8. Obtain information from charts, graphs, and schedules. (Reading F 24: VI)

3.9. Demonstrate awareness of the use of standard time zones and daylight savings time in the United States (e.g., Eastern, Standard, Eastern Daylight, Central Standard, Central Daylight).

3.10. Follow a systematic approach when using maps, globes, charts, graphs, and other tools of geography to solve problems. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)
Specify: _____ o determine what information is needed
_____ o select correct tool and technique
_____ o apply tool or procedures to obtain result
_____ o check results for accuracy and reliability

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

_____ o explain results
_____ o other: ______________________________

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

4. Demonstrate knowledge of the geographical features of major regions.
Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

4.1. Identify different ways that geographic regions are described and labeled (e.g., coastal areas, wetlands, deserts).

4.2. Identify major features of a particular geographic region (e.g., climate, landforms, vegetation, industrial or economic development, culture, language).
Specify: _____ o local community _____ o Florida _____ o other: _____________

4.3. Identify characteristics that give a particular geographic region its identity.
Specify: _____ o central economic focus _____ o physical characteristics
_____ o human characteristics _____ o other: ________________________

4.4. Identify ways that regional labels and images affect how individuals feel about the area, including their opinions of the people, businesses, and products that come from that region (e.g., the Sunbelt, the Plains, the Gold Coast).

5. Demonstrate knowledge of characteristics and functions of government at the local, state, and national levels.
Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

5.1. Identify the major functions of governments (e.g., make, carry out, and enforce rules and laws; manage conflicts; provide security; provide services such as education, health care, and transportation).

5.2. Identify the structure and characteristics of governments at three levels—local, state and national (e.g., type of leadership—mayor, governor, president; type of representation— commissioner, representative, senator).
Specify: _____ o city (municipal) government
_____ o county government
_____ o state government, particularly the State of Florida
_____ o federal government of the United States of America

5.3. Identify general functions and characteristics of the three major branches of government at all levels of government in the United States.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Specify branch:_____ o executive _____ o legislative _____ o judicial
Specify level: _____ o city _____ o county _____ o state _____ o federal

5.4. Identify the offices (appointed and elected) and basic functions for each branch of government in the local community.
Specify: _____ o executive – mayor, city manager
_____ o legislative – city council, county commission
_____ o judicial – judges

5.5. Identify the offices (appointed and elected) and basic functions for each branch of government in the State of Florida.
Specify: _____ o executive – Governor, Lieutenant Governor, and Cabinet
_____ o legislative – Senate and House of Representatives
_____ o judicial – State Supreme Court, District Court of Appeals

5.6. Identify the offices (appointed and elected) and basic functions for each branch of the federal government of the United States of America.
Specify: _____ o executive – President, Vice-President
_____ o legislative – Senate and House of Representatives
_____ o judicial – Supreme Court, District Court, District Court of Appeals

5.7. Identify the characteristics of major services provided by state and local governments (e.g., public education, public health, public transportation and highways, police and fire protection, public utilities).

5.8. Demonstrate knowledge of the purposes of taxes and different ways that governments collect fees and taxes.
Specify: _____ o sales tax _____ o property tax _____ o FICA (Social Security)
_____ o income tax _____ o Medicare _____ o tolls
_____ o licenses, registration fees, and user fees _____ o other: ______________

5.9. Identify ways that people can participate in their local and state government and the importance of their participation (e.g., being informed, taking part in discussing issues, voting, volunteering in government agencies or political parties).

5.10. Identify fundamental principles of American democracy (e.g., citizens have rights; the power of government is limited by law; citizens exercise their authority directly through voting and indirectly through elected representatives; citizens support work of government by paying taxes).

5.11. Demonstrate knowledge of how the principles of American democracy are expressed in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

5.12. Demonstrate knowledge of the importance of equality of opportunity and equal protection under the law in American society (e.g., all people have a right to equal opportunity in education, employment, housing, and access to public facilities; all people have a right to participate in political life by expressing their opinions and trying to persuade others).

6. Demonstrate understanding of the role and responsibilities of citizens associated with participation in local, state, and national government (e.g., voting, obeying laws).

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ___________________

6.1. Identify characteristics of civic responsibilities (e.g., paying taxes, being informed about public issues, monitoring actions of political leaders and governmental agencies, complying with laws and policies, deciding how to vote, performing public service, serving as a juror, serving in the military).

6.2. Identify current issues related to individual rights in a variety of situations (e.g., personal rights issues—dress codes, curfews, sexual harassment, health care, school choice; political rights issues—freedom of speech, right to fair trial, freedom of the press; economic rights issues—welfare, right to minimum wage, equal pay for equal work).

6.3. Identify rules of citizenship within the community. (Social and Personal H 64: V)

6.4. Identify reasons for voting. (Social and Personal H 65: VI)

6.5. Demonstrate procedures for voting. (Social and Personal H 66: VI)

6.6. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, voting in an election, working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ o knowing laws and rules _____ o serving as a juror
_____ o registering to vote _____ o serving in the military

_____ o knowing issues and propositions _____ o performing public service
_____ o identifying positions of election candidates
_____ o other: ____

6.7. Demonstrate understanding of how participation in civic and political life can help an individual to achieve personal and community goals (e.g., personal goals such as living in a safe neighborhood, obtaining a good education, living in a healthy environment; community goals such as increasing the safety of the community, improving local transportation facilities, providing opportunities for education and recreation).

6.8. Demonstrate understanding of ways citizens can influence the decisions and actions of government.
Specify: _____ o voting after studying the issues and candidates
_____ o participating in special interest groups and political parties
_____ o attending meetings of governing agencies
_____ o working on campaigns
_____ o taking part in peaceful demonstrations
_____ o contributing money to political parties, candidates, or causes
_____ o other: ____

7. Locate information and present ideas regarding knowledge of social studies and its application to personal life and the world of work.

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.
CL.B.2.Su.2	express oral, written, or visual information to accomplish functional tasks— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

7.1. Identify characteristics of sources of information about current events related to

social studies (e.g., accuracy, reliability, completeness, point of view, purpose and intent). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ o newspapers _____ o magazines _____ o television
_____ o radio _____ o people _____ o Internet
_____ o other: _______________________________________

7.2. Use a variety of sources to gain information about current events related to social studies. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ o newspapers _____ o magazines _____ o television
_____ o radio _____ o people _____ o Internet
_____ o other: _______________________________________

7.3. Use a variety of primary and secondary sources of information to understand social studies issues (e.g., interpreting diaries, letters, and newspapers; reading maps and graphs; reading biographies and documents). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ o newspapers _____ o magazines _____ o television
_____ o radio _____ o people _____ o Internet
_____ o textbooks _____ o encyclopedias
_____ o other: _______________________________________

7.4. Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)

7.5. Evaluate the correctness and accuracy of social studies information to complete assignments (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)

7.6. Use strategies to integrate new information related to social studies with previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ o identify common elements or events
_____ o distinguish what is different
_____ o relate new information to previously learned concepts
_____ o other: _______________________________________

7.7. Express and summarize information related to social studies in an accurate, complete, and objective manner using written or verbal communication to complete functional tasks and assignments (e.g., describe what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of a project for the school's webpage). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ o brief statements _____ o summaries
_____ o reports _____ o other: _______________________________

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

7.8. Organize information about social studies in ways that show the relationships among facts, ideas, events, and decisions when completing assignments (e.g., timelines, flow charts, graphic organizers, Venn diagrams). (CL.B.1.In.3)
Specify: _____ o by chronology _____ o by characteristics
_____ o by categories _____ o by topics or events
_____ o other: ____

8. Demonstrate understanding of practices and skills required for responsible consumer economics (e.g., comparative shopping, budgeting, banking, using advertisements).

IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.Su.1	use community resources and services for specified purposes–with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

8.1. Identify characteristics of practices in consumer economics (e.g., managing money— budgeting, banking, investing; comparative shopping; consumer protection; managing credit, income, and expenses).

8.2. Identify characteristics of common activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ o preparing and following weekly and monthly budgets
_____ o managing and protecting personal cash
_____ o using checking and savings accounts
_____ o buying goods and services
_____ o contributing to charities
_____ o using comparative shopping to make wise purchases
_____ o using a credit card
_____ o using an ATM or debit card
_____ o paying income and other kinds of taxes
_____ o saving and investing money
_____ o buying insurance
_____ o other: ____

8.3. Identify the purposes of a checking and savings account. (Mathematics E 39: V)
8.4. Identify which documents to show for proper identification for check cashing.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

(Mathematics E 43: VI)

8.5. Use essential knowledge and skills when completing activities involving managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ o using coins and bills to pay for goods and services
_____ o selecting desired goods and services based on needs and available funds
_____ o evaluating claims in advertisements
_____ o understanding sales tactics used by stores and services—e.g., discounts, brand names vs. generic items, bulk packaging
_____ o entering into long-term contracts and loans
_____ o using an ATM or debit card
_____ o using credit cards or charge accounts
_____ o maintaining checking and savings accounts at a bank or credit union
_____ o other: ______________________________

8.6. Use coin-operated machines. (Social and Personal H 63: V)

8.7. Complete simple order blanks. (Social and Personal D 14: VII)

8.8. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times). (IF.A.1.In.1, IF.A.1.Su.1)

8.9. Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, welfare and public assistance, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)

8.10. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

8.11. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with financial needs would need to be contacted (e.g., to manage income from a job, to purchase insurance, to obtain a loan). (IF.A.2.In.1, IF.A.2.Su.1)

8.12. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., phone book, credit counseling services, parents, friends, co-workers). (IF.A.2.In.1, IF.A.2.Su.1)

8.13. Identify the appropriate sources to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)

8.14. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, skills for managing a checking account). (IF.A.2.In.1, IF.A.2.Su.1)

9. Demonstrate knowledge of how needs of individuals are met by the family; private agencies; and local, state, and federal government (e.g., housing, employment, health care, child care).

IF.A.2.In.1 select and use community resources and services for specified purposes.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

9.1. Demonstrate knowledge of major needs of individuals that are met by the family (e.g., personal care, living arrangements, close relationships). (IF.A.1.In.1, IF.A.1.Su.1)

9.2. Demonstrate knowledge of major needs of individuals that are met by organizations in the community (e.g., recreation, social action, religious guidance). (IF.A.2.In.1, IF.A.2.Su.1)

9.3. Demonstrate knowledge of major needs of individuals that are met by private agencies in the community (e.g., health care, employment assistance, personal care). (IF.A.1.In.1, IF.A.1.Su.1)

9.4. Demonstrate knowledge of major needs of individuals that are met by public agencies funded by the government (e.g., public health care, emergency assistance, welfare, education, public safety, transportation, employment assistance). (IF.A.1.In.1, IF.A.1.Su.1)

9.5. Demonstrate knowledge of eligibility and application procedures associated with services provided by public agencies. (IF.A.2.In.1, IF.A.2.Su.1)

9.6. Demonstrate knowledge of eligibility and costs associated with services provided by private agencies. (IF.A.2.In.1, IF.A.2.Su.1)

Medical, Health, and Wellness Needs

9.7. Identify community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospitals, nutritionists, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)

9.8. Identify services provided by local community agencies. (Social and Personal E 43: V)

9.9. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

9.10. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., health department, parents, friends, neighbors, co-workers, telephone book, insurance company). (IF.A.2.In.1, IF.A.2.Su.1)

Civic Responsibilities

9.11. Identify community service agencies or other resources that assist individuals in dealing with government agencies (e.g., Division of Motor Vehicles, social services, advocacy centers, Department of Health, Federal Emergency Management Administration). (IF.A.2.In.1, IF.A.2.Su.1)

9.12. Identify circumstances or situations when community service agencies or government agencies would need to be contacted (e.g., renewing an automobile tag, obtaining a fishing or hunting license, renewing or obtaining a drivers license, using social services, obtaining a voter registration card, needing assistance evacuating during emergencies). (IF.A.2.In.1, IF.A.2.Su.1)

9.13. Identify sources of information about community service agencies or other resources that assist individuals in dealing with government agencies (e.g., telephone book, city commission, city hall, friends, community, directory assistance). (IF.A.2.In.1, IF.A.2.Su.1)

Housing, Home Maintenance, and Utilities Needs

9.14. Identify community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ o housing – real estate agencies, Developmental Services
_____ o home maintenance – lawn care, housekeeping, contractor
_____ o utilities – electricity, telephone, television cable, waste removal

9.15. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs would need to be contacted (e.g., when you want to sell your home; when you move into a home and need to establish electric, water, and gas service; when outdoor repair is needed – paint, sprinklers, doors, roof; when indoor repair is needed – painting, plumbing, air conditioner, electrical wiring; when you hire an extermination service for pest control). (IF.A.2.In.1, IF.A.2.Su.1)

9.16. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs (e.g., Developmental Services, family, newspaper, telephone book, city hall, neighbors). (IF.A.2.In.1, IF.A.2.Su.1)

10. Demonstrate knowledge of how to locate and use community resources and facilities to meet personal needs.

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services for specified purposes – with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

10.1. Identify community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ o employment – Vocational Rehabilitation, private agencies
_____ o housing/home maintenance – real estate, pest control, lawn care
_____ o civil – voter registration, tax collector
_____ o utilities – water, electricity, gas
_____ o communication – telephone company, post office, e-mail provider
_____ o transportation – bus, taxi
_____ o personal care – barber, dry cleaner, laundromat
_____ o retail – department stores, discount stores, specialty shops, grocery stores
_____ o food services – restaurants, fast food chains, cafeterias
_____ o financial – banking, credit cards, insurance, social security
_____ o recreation, leisure, or entertainment – movies, libraries, sports centers
_____ o legal or advocacy – lawyers, advocacy and protection groups
_____ o educational – adult education, trade schools
_____ o emergency – police, fire, ambulance, Red Cross
_____ o other: ____

10.2. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ o community service agencies: advantages – usually free or low-cost; disadvantages – may have a waiting list, may have limited services
_____ o businesses: advantages – more available; disadvantages – higher cost

_____ o other resources — friends, neighbors, co-workers: advantages — motivated to help, low-cost; disadvantages — less knowledgeable about needs of disabled than professionals

10.3. Select the community service agency, business, or other resource that will meet (or is most likely to meet) needs for personal assistance (e.g., based on cost, need for a particular service, matches own eligibility, no waiting list). (IF.A.2.In.1, IF.A.2.Su.1)

10.4. Locate community service agencies, businesses, or other resources that assist individuals with personal needs (e.g., use a phone book, look on the Internet). (IF.A.2.In.1, IF.A.2.Su.1)

10.5. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with personal needs (e.g., telephone, fax machine, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)

10.6. Identify when it may be necessary to contact community service agencies, businesses, or other resources to assist individuals with personal needs (e.g., to question a bill, to make an appointment, to find out hours of operation, to get a price estimate). (IF.A.2.In.1, IF.A.2.Su.1)

10.7. Place and answer calls on the telephone in an appropriate manner.
(Social and Personal H 62: V)

10.8. Use the specific knowledge and skills that are required to obtain and benefit from community services that assist with personal needs (e.g., knowledge of a reputable service provider in the community, knowledge of past history of the business from a resource such as the Better Business Bureau, communication skills to explain to the business what service is needed, mathematical skills to determine costs and methods of payment). (IF.A.2.In.1, IF.A.2.Su.1)

11. Demonstrate knowledge of effective use of services provided by organizations (e.g., banks, schools, hospitals, the military).

SE.A.1.In.3	function effectively within formal organizations.
SE.A.1.Su.2	function effectively within formal organizations — with guidance and support.

11.1. Identify expectations for own behavior when using services produced by formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: _____ o banks _____ o hospitals _____ o schools
_____ o other: ____

11.2. Identify existing rules and codes of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ o policy manuals
_____ o rules and regulations
_____ o security systems
_____ o other: ____

11.3. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging work schedule; not coming regularly; or talking about personal, ethical, or moral issues). (SE.A.1.In.3, SE.A.1.Su.2)

11.4. Identify aspects of organizations that demand different expectations (e.g., power structure—line of command, independent work, group collaboration, working at a distance, flexible work schedule, concern for others). (SE.A.1.In.3, SE.A.1.Su.2)

11.5. Identify organizations that provide services for individuals (e.g., social service organizations—advocacy groups, medical support organizations, Planned Parenthood, Head Start, Red Cross, charities; labor organizations; youth organizations and clubs. (SE.A.1.In.3, SE.A.1.Su.2)

11.6. Use specific knowledge and skills to obtain and benefit from a particular organization (e.g., know what kinds of services are provided, know eligibility requirements, contact organization to obtain information, travel to site where service is provided). (SE.A.1.In.3, SE.A.1.Su.2)

12. Demonstrate knowledge of diverse patterns of behavior and beliefs in families and groups in the community (e.g., understanding customs and cultures, avoiding stereotyping).
Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

12.1. Identify common forms of diversity in the United States (e.g., ethnic, racial, religious, socioeconomic class, linguistic, gender, national origin).

12.2. Identify some of the benefits of living in a diverse society (e.g., fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems; provides people with choices in the arts, music, literature, and sports; helps people to understand and appreciate cultural traditions and practices other than their own).

12.3. Identify characteristics of major conflicts in American society that have arisen from diversity (e.g., conflict between North and South, conflict over land and other rights of Native Americans, conflict over civil rights of minorities and women, ethnic conflicts in urban settings).

12.4. Identify ways that conflicts stemming from diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; adhering to the values and principles of American democracy).

12.5. Identify ways that conflicts stemming from diversity can be managed fairly when they occur (e.g., providing opportunities for people to present their points of view, arranging for an impartial individual or group to listen to all sides of a conflict, suggesting solutions to problems).

13. Demonstrate understanding of responsible practices regarding personal behavior and interactions with others.

SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Interpersonal Relationships

13.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)

13.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' wellbeing, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

13.3. Identify personal feelings. (Social and Personal G 54: IV)

13.4. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

13.5. Identify behaviors which reflect a positive attitude toward self.
(Social and Personal G 58: VI)

13.6. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

13.7. Identify interpersonal skills useful in maintaining a close relationship with family and friends (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others, offering assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)

13.8. Cooperate with peers. (Social and Personal G 51: III)

13.9. Show respect for property of others. (Social and Personal G 52: III)

13.10. Identify appropriate responses to praise and constructive criticism.
(Social and Personal G 57: V)

13.11. Demonstrate use of strategies to resolve interpersonal difficulties.
(Social and Personal G 60: VI)

13.12. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

13.13. Identify qualities of a destructive relationship with a peer or adult (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

13.14. Identify personal characteristics that make one a good friend (e.g., does not talk negatively about one's friends, says positive things about one's friends, helps one's friends in time of crisis, makes one's friends laugh, does not make rude comments to one's friends, does not physically harm one's friends, shares with one's friends, respects one's friends, encourages one's friends). (SE.A.2.In.1, SE.A.2.Su.1)

13.15. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using proper tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)

13.16. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.In.1)

13.17. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

Sexual Relationships

13.18. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)

13.19. Discriminate between examples and non-examples of behaviors that are responsible and appropriate expressions of sexual relationships (examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; non-examples—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

13.20. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, high selfesteem). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ o home _____ o school _____ o community _____ o workplace

13.21. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol, use of power or control, peer pressure, low self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ o home _____ o school _____ o community _____ o workplace

13.22. Identify body functions and recognize personal responsibility for human sexuality. (Social Personal E 44: V)

13.23. Identify the negative effects of peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

13.24. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are appropriate when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

13.25. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, forcing sex, sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

14. Demonstrate skills needed to manage and direct one's own behavior in the community to promote responsible citizenship.

IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations – with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations – with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations – with guidance and support.
SE.A.1.In.1	cooperate in a variety of group situations.
SE.A.1.In.2	assist in establishing and meeting group goals.
SE.A.1.In.3	function effectively within formal organizations.
SE.A.1.Su.1	cooperate in group situations – with guidance and support.
SE.A.1.Su.2	function effectively within formal organizations – with guidance and support.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Patterns of Conduct

14.1. Identify behaviors that are socially unacceptable in public yet are acceptable in private. (IF.B.2.In.1, IF.B.2.Su.1)

14.2. Identify appropriate behaviors for specific social situations (e.g., cheering at a basketball game, asking for assistance on the job, interviewing for a job). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ o home _____ o school _____ o community _____ o workplace

14.3. Demonstrate appropriate behaviors for specific situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ o home _____ o school _____ o community _____ o workplace

Self-Management

14.4. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement, needed for school and community activities (e.g., organizes, monitors, and carries out tasks and duties; prioritizes tasks in order of importance; completes tasks on time; follows through with instructions; works with sufficient speed; works efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)

14.5. Stay on task until its completion. (Social and Personal C 20: III)

14.6. Seek help and accept assistance. (Social and Personal C 21: III)

14.7. Stay on task to completion within a given time frame. (Social and Personal C 22: V)

14.8. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

14.9. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

14.10. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: IV)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

14.11. Discriminate between examples and non-examples of self-management behaviors (examples—presenting social studies project on assigned date, taking care of own personal items; non-examples—waiting until the last minute to start a project, leaving materials needed for school
or work at home). (IF.B.2.In.1, IF.B.2.Su.1)

14.12. Identify factors that promote self-management behaviors (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)

14.13. Identify factors that interfere with use of self-management behavior (e.g., controlling persons in environment, strict rules regarding behavior management). (IF.B.2.In.1, IF.B.2.Su.1)
Specify method: _____ o self-monitoring _____ o self-instruction _____ o self-reinforcement
Specify setting : _____ o home _____ o school _____ o community
_____ o workplace

14.14. Demonstrate behaviors that reflect self-management. (IF.B.2.In.2, IF.B.2.Su.2)
Specify method: _____ o self-monitoring _____ o self-instruction _____ o self-reinforcement
Specify setting : _____ o home _____ o school _____ o community
_____ o workplace

Responding to Unexpected Events

14.15. Identify situations that are potentially dangerous (e.g., home—an intruder at the door or window attempting to enter the home, fire in the kitchen; school—students fighting, students running in the halls; community—accepting rides from strangers, walking alone at night; workplace—working with chemicals, not knowing how to use equipment). (IF.B.2.In.3, IF.B.2.Su.3)
Specify setting: _____ o home _____ o school ____ o community
_____ o workplace

14.16. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

14.17. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

14.18. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

14.19. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

14.20. Ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

14.21. Identify procedures for seeking assistance in emergency situations. (Social and Personal D 35: V)

14.22. Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)

14.23. Identify how to handle specific emergency situations (e.g., tornado—go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)

14.24. Use safety equipment and procedures when necessary. (Social and Personal C 32: IV)

14.25. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ o home _____ o school _____ o community _____ o workplace

14.26. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

Working in a Group

14.27. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

14.28. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

14.29. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

14.30. Use behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

14.31. Avoid behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing a member's efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

Leadership

14.32. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, wide knowledge, respectful, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)

14.33. Identify the effect that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)
Specify: _____ o supportive leaders – more participation by group members
_____ o controlling leaders – group members may operate in fear
_____ o negligent leaders – group members may not stay on task
_____ o other: ______________________________

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

14.34. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using group reflection, providing opinions). (SE.A.1.In.2)

14.35. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, motivate members, process information, plan for action). (SE.A.1.In.2)

14.36. Identify and use steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ o discuss the problem
_____ o list possible causes
_____ o record individual group members' suggestions and clarifications
_____ o discuss and verify causes
_____ o implement corrective action or solution
_____ o report results
_____ o move on to the next most probable cause if initial action is ineffective
_____ o other: ____________________________________

14.37. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

14.38. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities). (SE.A.1.In.1, SE.A.1.Su.1)

Organizations

14.39. Identify types of formal organizations in the school and the community in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

14.40. Identify characteristics of formal organizations (e.g., structures, governed by rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

14.41. Identify existing rules and codes of conduct that must be followed for individuals to participate within selected organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ o policy manuals
_____ o rules and regulations
_____ o security systems
_____ o other: ____________________________________

14.42. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Specify: _____ o schools _____ o institutions
_____ o businesses _____ o agencies
_____ o organizations in the community _____ o other: ____________________

14.43. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging work schedule for personal needs; talking about personal, ethical, or moral issues that may conflict with the organization's values). (SE.A.1.In.3, SE.A.1.Su.2)

14.44. Use behavior that complies with the existing rules and codes of conduct of the organization (e.g., respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, not causing physical harm to others, meeting deadlines, complying with dress codes, not using or purchasing drugs and alcohol). (SE.A.1.In.3, SE.A.1.Su.2)

14.45. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., certain personal choices may conflict with the organization, personal choices may conflict with rearranging schedule, disruptive behaviors can conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)

Compliance with Laws, Rules, and Regulations

14.46. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples – wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples – speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol underage). (IF.B.2.In.1, IF.B.2.Su.1)

14.47. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

14.48. Identify factors that inhibit behaviors that are in compliance with laws, rules, and regulations (e.g., lack of role models, lack of knowledge of laws, little or no reinforcement for complying with laws, peer pressure, influence of media). (IF.B.2.In.1, IF.B.2.Su.1)

14.49. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others, creates unfair advantage). (IF.B.2.In.1, IF.B.2.Su.1)

14.50. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
specify: _____ o home – family gathering
_____ o school – in class, between classes, extracurricular activities
_____ o community – events, organizations, services
_____ o community – leisure activities, stores, restaurants, traveling

14.51. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
specify: _____ o home – family gathering
_____ o school – in class, between classes, extracurricular activities
_____ o community – events, organizations, services
_____ o community – leisure activities, stores, restaurants, traveling

15. Demonstrate understanding of knowledge and skills necessary for selecting a career and maintaining employment.

CL.C.1.In.3	make general preparations for entering the work force.
CL.C.1.Su.3	make general preparations for entering the work force – with guidance and support.
IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals – with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances – with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Using a Career Planning Process

15.1. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

15.2. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)

15.3. Identify sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Specify: _____ o individuals – family members, supervisors, teachers, counselors
_____ o agencies – government agencies, religious organizations, schools
_____ o other: ________________________________

15.4. Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)

15.5. Complete a personal appraisal to determine personal strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ o self-concept and values clarification
_____ o personality characteristics and personal style
_____ o motivational patterns and personal preferences
_____ o occupational interests
_____ o personal and educational background
_____ o work history and experience
_____ o key accomplishments and successes
_____ o satisfying and dissatisfying experiences
_____ o other: ________________________________

15.6. Identify personal leisure activities that relate to potential careers (e.g., painting – artist; sewing – seamstress; automobile restoration – automobile body repairer; playing with animals – pet caregiver; gardening – landscaper). CL.C.1.In.1, CL.C.1.Su.1)

15.7. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, earning a certificate). CL.C.1.In.3., CL.C.1.Su.3)

15.8. Identify preferred occupational and career goals for self (e.g., work in office setting, obtain a stable job, work three days a week, receive a paycheck, receive a promotion). (IF.B.1.In.2, IF.B.1.Su.2)

15.9. Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to career goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)

15.10. Use evaluations to improve own performance when carrying out plans related to career goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.2, IF.B.1.Su.2)

15.11. Periodically monitor own progress in a specific activity when carrying out plans related to career goals (e.g., determine current progress, determine if on schedule or track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

15.12. Identify potential situations or events that may cause a person to change career goals (e.g., business closes, family moves, job interests change). (IF.B.1.In.2, IF.B.1.Su.2)

15.13. Adapt plan and goals in response to changing situations and requirements related to career goals (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goals, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

Making General Preparations for a Career

15.14. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, make a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)

15.15. Identify community resources for employment (e.g., television, newspaper, Internet, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

15.16. Identify resources for finding employment. (Social and Personal C 30: VI)

15.17. Identify the items that are generally included in a resume and portfolio (e.g., resume— name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings, photographs, artwork, positive work evaluations). (CL.C.1.In.3, CL.C.1.Su.3)

15.18. Identify the importance of a job interview (e.g., impact of first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)

15.19. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
Specify: _____ o work history _____ o related experiences
_____ o training _____ o career goals
_____ o personal strengths and interests _____ o other: _________________

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

15.20. Identify inappropriate grooming and attire for job interview (e.g., low-cut shirts, dirty clothes, excessive perfume or cologne, wrinkled clothes, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)

15.21. Identify purposes of job application forms (e.g., provide personal information, serve as a basis for matching individual to job opening, describe special needs). (CL.C.1.In.3, CL.C.1.Su.3)

15.22. Identify common tests necessary for employment (e.g., drug tests, eye exams, physical examinations, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)

15.23. Identify purposes of obtaining references when looking for a job (e.g., prospective employer can talk to former employer; prospective employer can gain insight into work ethic and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)

15.24. Identify types of follow-up procedures to use when seeking a job (e.g., thank-you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)

15.25. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, social security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)

15.26. Identify purposes of common legal documents needed for employment (e.g., provide legal protection, provide information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)

15.27. Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 14: VII)

16. Demonstrate knowledge of employment and career opportunities in the community.

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

16.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

16.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing and sales, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

16.3. Identify specific jobs in the local community associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; marketing and sales—clerk, sales representative; administrative/clerical— paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

16.4. Identify trends in the local job market for different career clusters (e.g., need for computer skills; need for jobs related to environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

16.5. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security, investment plans, overtime, unemployment benefits, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

16.6. Identify opportunities for job training in the local community (e.g., trade schools, vocational/technical institutes, private or public colleges, apprentice programs). (CL.C.1.In.1, CL.C.1.Su.1)

17. Demonstrate understanding of personal and social skills necessary for success on the job.

CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.In.3	display reliability and work ethic according to the standards of the workplace.
CL.C.2.In.5	apply employability skills in the workplace.
CL.C.2.Su.1	plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.3	display reliability and work ethic according to the standards of the workplace— with guidance and support.
CL.C.2.Su.5	apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Planning Assignments

17.1. Identify purposes of planning assignments (e.g., stay on task, finish work on time, fulfill expectations). (CL.C.2.In.1, CL.C.2.Su.1)

17.2. Identify components of a plan to complete assignments. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ o identify the goal or end product, including quality standards
_____ o identify resources needed — equipment, supplies, time
_____ o determine substeps needed to accomplish the task
_____ o determine schedule for completing task

17.3. State steps to complete a task. (Language C 31: VI)

17.4. Identify, prioritize, and schedule job responsibilities for work assignments (e.g., make a to-do list, determine deadlines, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

Implementing Assignments

17.5. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ o set an alarm clock as a reminder
_____ o track subtasks on calendar
_____ o begin subtasks at designated times
_____ o check off subtasks when completed
_____ o adjust to unforeseen circumstances
_____ o other: ____________________________________

17.6. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ o try different techniques _____ o seek advice from others
_____ o seek assistance from others _____ o read the instructions or references
_____ o other: ____________________________________

17.7. Sort like objects. (Social and Personal C 19: 11)

17.8. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

17.9. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

17.10. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

17.11. Identify general personal and social characteristics necessary for success on the job. (CL.C.2.In.3, CL.C.2.Su.3)

Specify: _____ o reliability and dependability _____ o flexibility
_____ o responsibility _____ o self-control
_____ o paying attention to details _____ o self-direction
_____ o other: ____________________________________

17.12. Identify characteristics of a good employee. (Social and Personal 23: IV)

Attendance and Punctuality

17.13. Identify reasons for regular attendance and punctuality on the job (e.g., meet production quotas and deadlines, responsibility to employer and co-workers). (CL.C.2.In.3, CL.C.2.Su.3)

17.14. Identify consequences of irregular attendance or not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)

17.15. Identify appropriate attendance practice for school and work. (Social and Personal C 26: IV)

17.16. Identify behavior or activities on the job which bring values into conflict (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)

17.17. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.3, CL.C.2.Su.3)

17.18. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don't talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work or workers). (CL.C.2.In.3, CL.C.2.Su.3)

17.19. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ o appropriate – being punctual, following rules, showing respect for authority
_____ o inappropriate – disrupting work, making negative statements about co-workers
_____ o other: ______________________________________

17.20. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)

17.21. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

17.22. Identify characteristics of appropriate grooming and selection of clothing for work (e.g., clean clothes; clean hair; proper uniform, if required; casual or formal, if organization allows; indoors or outdoors, depending upon work environment). (CL.C.2.In.3, CL.C.2.Su.3)

18. Demonstrate understanding of personal and social skills necessary for independent living.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.In.2 demonstrate safe travel within and beyond the community.

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Independent Living

18.1. Identify productive activities in the home needed for independent living. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ o preparing and storing food
_____ o selecting and caring for clothing
_____ o cleaning and maintaining household
_____ o selecting and caring for personal living environment
_____ o selecting and caring for furniture, appliances, and other personal goods
_____ o selecting and caring for outdoor equipment and maintaining outdoor areas
_____ o managing money management, budgeting, paying taxes
_____ o other: ______________________________________

18.2. Discriminate food items from nonfood items. (Social and Personal B 10: III)

18.3. Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)

18.4. Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

18.5. Follow correct lunch procedures. (Social and Personal B 13: IV)

18.6. Serve self from food containers. (Social and Personal B 14: IV)

18.7. Follow a simple recipe. (Social and Personal B 15: V)

18.8. Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)

18.9. Identify proper storage areas for food. (Social and Personal B 17: V)

18.10. Plan and prepare a meal. (Social and Personal B 18: VI)

18.11. Return items after use to a proper place. (Social and Personal F 46: III)

18.12. Pick up trash and dispose properly. (Social and Personal F 47: III)

18.13. Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)

18.14. Perform laundry tasks. (Social and Personal F 49:V)

18.15. Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)

18.16. Identify leisure and recreation activities that are appropriate for independent living. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ o games and sports
_____ o cultural activities
_____ o hobbies, crafts, and collections
_____ o pets and gardening
_____ o outdoor activities
_____ o other: ____

18.17. Distinguish between work and leisure time activities. (Social and Personal G 53: IV)

18.18. Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

18.19. Identify personal care activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ o eating
_____ o dressing
_____ o grooming
_____ o hygiene
_____ o motor control and self-management
_____ o other: ____

18.20. Take off clothing which does not require fasteners. (Social and Personal A 1: II)

18.21. Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)

18.22. Take off clothing with fasteners. (Social and Personal A 3: III)

18.23. Put on clothing which does not require fasteners. (Social and Personal A 4: III)

18.24. Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)

18.25. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

18.26. Feed self with spoon independently. (Social and Personal A 8: II)

18.27. Feed self independently with utensils. (Social and Personal B 9: III)

18.28. Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)

18.29. Identify body parts and gender. (Social and Personal E 39: III)

18.30. Identify health care and fitness activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ o maintaining good nutrition
_____ o preventing and caring for diseases
_____ o practicing safety in health, including prevention of tobacco, alcohol, and other drug abuse

_____ o being aware of disability
_____ o maintaining good mental health
_____ o participating in exercise programs
_____ o other: ____

18.31. Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)

18.32. Identify appropriate storage and use of medications. (Social and Personal E 41: V)

18.33. Recognize the health risk associated with substance abuse. (Social and Personal E 42: *V)*

18.34. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

18.35. Identify activities involving community resources and services that may be needed for independent living. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ o selecting a house or apartment
_____ o obtaining assistance with personal care or health needs
_____ o fulfilling civic responsibilities
_____ o obtaining and caring for clothing or other personal products
_____ o obtaining utilities, communication, and other household services
_____ o other: ____

18.36. Identify services provided by local community agencies. (Social and Personal E 42: V)

18.37. Demonstrate understanding of social skills needed for independent living. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ o using appropriate interpersonal communication skills
_____ o selecting and maintaining relationships with friends
_____ o maintaining positive relations with family
_____ o maintaining appropriate relations with co-workers and supervisors
_____ o other: ____

Travel

18.38. Identify various means of transportation for people including special accommodations for those with disabilities (e.g., walking, special transit services, special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

18.39. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ o cost _____ o handicap accessibility
_____ o routes _____ o hours of operation
_____ o other: ____

18.40. Identify the dangers, responsibilities, and behaviors appropriate to independent travel in increasingly complex settings (e.g., dangers – large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities – keeping track of personal belongings, being aware of environment, knowing destination; behaviors – keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

18.41. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

18.42. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

18.43. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in familiar or unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)

18.44. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

18.45. Find a desired location in the community (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

18.46. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

18.47. Practice safety procedures when riding in a car (e.g., wear seatbelts, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

18.48. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train or air flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

19. Demonstrate knowledge of personal, political, and economic rights and why they are important (e.g., to associate with whomever one chooses, to join political parties, to choose one's work).

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support. Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

19.1. Identify examples of movements seeking to promote individual rights and the common good (e.g., abolition, suffrage, labor and civil rights movements).

19.2. Identify characteristics of political rights and why they are important to the individual (e.g., to speak freely, to criticize the government, to join political parties or organizations that strive to influence government policies, to seek and hold political office).

19.3. Identify characteristics of economic rights and why they are important (e.g., to own property, to choose one's work).

19.4. Identify current issues regarding individual rights (e.g., personal rights issues such as dress codes, curfews, sexual harassment, health care, school prayer; political rights issues such as freedom of speech, right to a fair trial; economic rights issues such as welfare, minimum wage, equal pay for equal work, welfare).

19.5. Describe laws that protect employees (e.g., discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

19.6. Identify the purpose and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)

19.7. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job found). (CL.C.1.In.2, CL.C.1.Su.2)

19.8. Identify the purpose of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)

19.9. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)

19.10. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

Appendix B
Requirements for Braille Textbook Production

INSTRUCTIONS FOR PREPARING COMPUTER DISKETTES REQUIRED FOR AUTOMATED BRAILLE TEXTBOOK PRODUCTION

STATUTORY AUTHORIZATION

Section 1003.55, Florida Statutes, states that, "...any publisher of a textbook adopted pursuant to the state instructional materials adoption process shall furnish the Department of Education with a computer file in an electronic format specified by the Department at least 2 years in advance that is readily translatable to Braille and can be used for large print or speech access. Any textbook reproduced pursuant to the provisions of this subsection shall be purchased at a price equal to the price paid for the textbook as adopted. The Department of Education shall not reproduce textbooks obtained pursuant to this subsection in any manner that would generate revenues for the department from the use of such computer files or that would preclude the rightful payment of fees to the publisher for use of all or some portion of the textbook."

OBJECTIVE

Electronic text (etext) is needed to accelerate the production of textbooks in Braille and other accessible formats through the use of translation software. Some embedded publisher formatting commands help speed the conversion of English text to Braille or other accessible formats. Therefore, the objective of these instructions is to prompt publishers to provide textbook data in a format that will be useful to Braille and other accessible format producers while at the same time allowing each publisher the flexibility of using existing composition or typesetting systems. Publishers may produce etext files in one of three formats, as shown in the specifications below.

By April 1, 1998, publishers of adopted student textbooks for literary subjects must be able to provide the computer diskettes **UPON REQUEST**. Publishers shall provide nonliterary subjects when technology becomes available for the conversion of nonliterary materials to the appropriate format.

The requested computer diskettes shall be provided to the Florida Instructional Materials Center for the Visually Impaired (FIMC), 5002 North Lois Avenue, Tampa, Florida 33614; (813) 872-5281; in Florida WATS (800) 282-9193 or (813) 872-5284 (FAX). The center will contact each publisher of an adopted textbook and provide delivery instructions.

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

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SPECIFICATIONS

FORMAT (Three Options):	a. A full implementation of Standard Generalized Markup Language (SGML). b. XML-Extensible Markup Language c. ASCII - (Last Resort!)
2. OPERATING SYSTEM:	Windows
3. DISKETTE SIZE:	3.5, CD, Zip100
4. DISKETTE CAPACITY:	Double-sided/high density
5. DISKETTE LABELING:	a. Sequential Number/ISBN b. Book Title c. File Name d. Name of Publisher e. Name of Typesetting Company/Contact Name f. Format Option and Version g. Copyright Date h. Wording such as: "All rights reserved. As described in Chapter 233.0561(5), Florida Statutes, no use may be made of these diskettes other than the creating of a Braille, Large Print, or Recorded version of the materials contained on this diskette for students with visual impairments in the State of Florida."
6. REQUIRED CONTENTS:	a. Title Page b. List of Consultants and Reviewers (if appropriate) c. Table of Contents d. All Textbook Chapters e. All Appendices f. All Glossaries g. Indices
7. FILE STRUCTURE:	Each chapter of a textbook will be formatted as a separate file.
8. FILE LIST:	A separate file listing the structure of the primary files must be provided. This file should be labeled DISKLIST TEXT. In addition, all special instructions (e.g., merging of materials kept in a separate file) should be noted in this file.
9. LOCATION OF SPECIAL DATA	Marginal notes, footnotes, captions, and other special items must be placed consistently within each text file.
10. CORRECTIONS AND CHANGES	A conscientious effort should be made to update files to exactly duplicate the adopted printed version of the textbook (including corrections and changes). If this cannot be

Note: Submissions must include correlations to the appropriate Sunshine State Standards and Benchmarks. Although the Grade Level Expectations have been included in Appendix A/ Curriculum Requirements, they remain, rather, a *guidance* and the basis for grade level assessments.

accomplished in a timely and cost effective manner, the publisher will coordinate with the FIMC Supervisor and provide to the Supervisor one set of marked tearsheets of all corrections and changes not included in the files.

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Office of Educational Research and Improvement (OERI)
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EFF-089 (1/2003)